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School Board Journal

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IN THIS ISSUE:

- ★ A Basic Philosophy of Administration — *Cole*
- ★ Figures Count — But So Do Children — *LeBaron*
- ★ The American School — Open All Year! — *Lafferty*
- ★ What About Administrator Salaries? — *Bragg*
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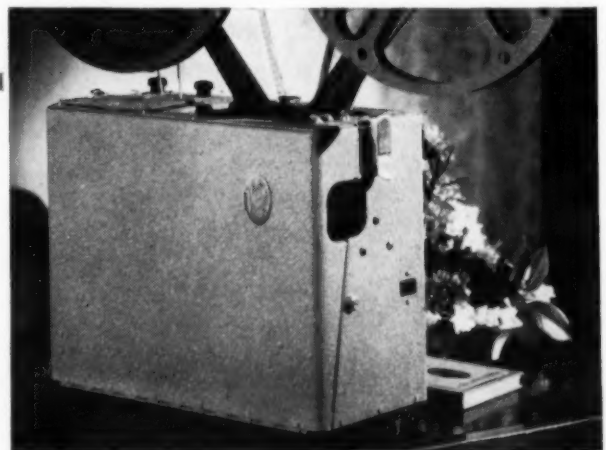
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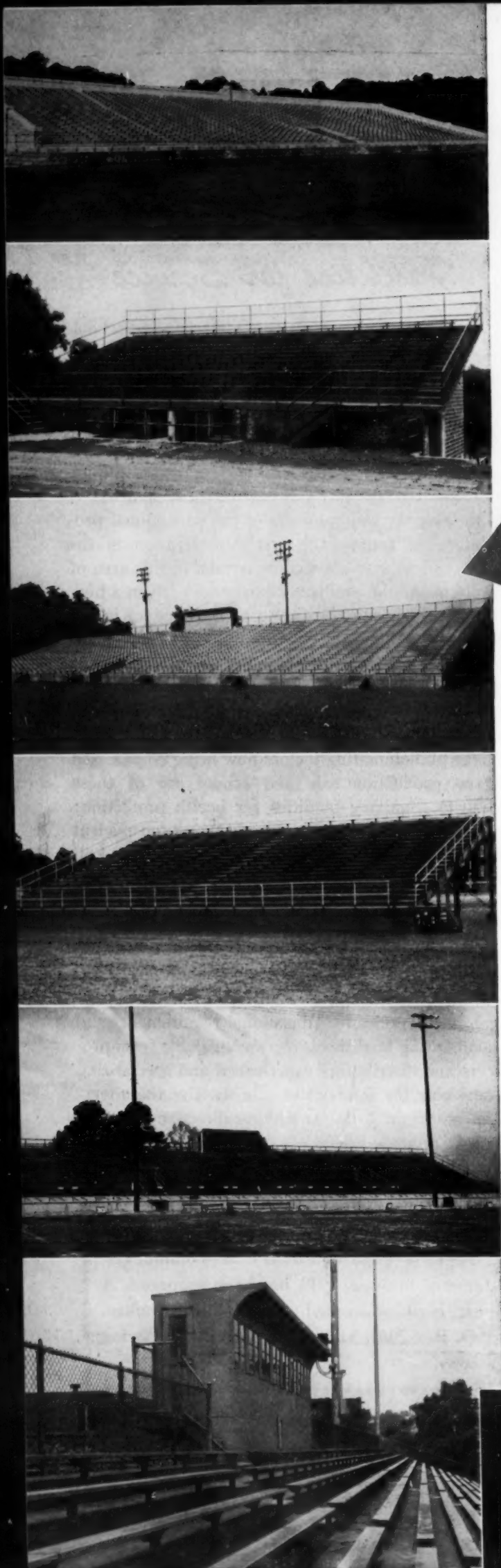
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THE AMERICAN School Board Journal

Volume 118, No. 6

JUNE, 1949

Subscription, \$3.00 the Year

Why Waste the Summer? —

The American School— Open All Year! *H. M. Lafferty*¹

As usual, a sizable number and variety of prospectuses are being circulated in the field of public education under the label of "good buys." Of the present crop of offerings, however, a few appear to be definitely bullish. Prominent among these is the twelve-months school.

In case there is a bibliophile in the house, now is as good a time as any to note that the idea of keeping the American public school open on a year-round basis is not new. Superintendent Petersen calls attention to the fact that examples of such an arrangement may be found in the eighteenth century — in Massachusetts and in Germany.² Vanderslice cites the school systems of Newark, New Jersey, Nashville, Tennessee, Mason City, Iowa, and Omaha, Nebraska, as evidence that considerable spade work has been done on the subject of extending the school year.³

Little Literature on All-Year Schools

Also, for the record, is the fact that even though the twelve-months school is not a new idea, and that a number of schools have taken up the plan only to drop it, the amount of space taken up in the professional literature on this subject is negligible. It is doubtful that there are many topics in public education about which so little has been written. To anyone familiar with the enormous wordage which has built up on the subject of public education, such a shortage seems strange. It would appear that the neglect on the part of educators could mean only one thing: The year-round school is more of a risk than an investment! For all of this, however, the prediction still stands. The year-round schools looks like a bullish buy!

Enough attention to the problem has

found its way in the literature within the past few years to suggest that all of the returns are not yet in. The full story has yet to be written. The sound reasons now being brought forward in justification for the twelve-months school, even though such a school breaks definitely with traditional operating procedures, refuse to be downed easily. Unlike some ideas in public education, the year-round school movement is not yet of a mind to let the failures of individual school systems hang around its neck like the mariner's albatross.

One reason, perhaps, for the difficulties encountered by supporters of the twelve-months school stems from the fact that the term, "year-round school," means different things to different people. For example, in two cities in Pennsylvania — Ambridge and Aliquippa — the twelve-months school reportedly has been successful.⁴ In each case, however, the students attend school nine months. The school year is divided into quarters with one fourth of the student body on vacation at all times. Thus each student puts in the traditional nine months in school and three months out of school.

Recreational and Remedial Work Stressed

A more common concept of the year-

¹Irons, H. S., "Utilizing Buildings and Instructional Materials 12 Months Annually," *AMERICAN SCHOOL BOARD JOURNAL* 88:17-19, Mar., 1934. See also Vanderslice, H. R., *op. cit.*



round school is supplied by the public schools in Norris, Tenn., and Gladewater, Tex. In these schools a year-round program is made available but not in the sense used in the afore-mentioned Pennsylvania schools. During the summer months the emphasis is upon recreational and remedial work. These schools do not offer a full dress educational program in the sense that the entire school faculty holds regularly scheduled classes, and that every child attends school during the summer months. In Norris, Tenn., for example, the following objectives prevail during the months of June, July, and August:⁵

"1. To teach the children recreational skills and guide them in activities in which they could later engage without supervision.

"2. To give children an opportunity to engage in activities denied them during the regular school terms of the year.

"3. To give teachers an opportunity to engage in different ways of working with children.

"4. To provide opportunities for children to engage in actual remedial work.

"5. To provide recreation for the community."

A variation of this philosophy is found in the secondary school of Gladewater, Tex. — located in the heart of the East Texas oil fields. Along with accentuating recreational and remedial needs of students, emphasis also is given to vocational guidance and vocational training. A brief, concise description of the Gladewater plan is furnished by Cline:

"During the summer, Gladewater Junior-Senior High School offers a wide choice of elective subjects and activities to its students. At the same time, through its guidance program, it makes sure that each student has had adequate background and training in subjects necessary to make his

⁵Taylor, Dale E., "Year-Round School," *School Executive* 65:50, Dec., 1945.

¹East State Teachers College, Commerce, Tex.

²Petersen, R. G., "The Twelve-Months School,"

AMERICAN SCHOOL BOARD JOURNAL 110:38-40, May, 1945.

³Vanderslice, H. R., "Five Years' Experience With the All-Year School," *Elementary School Journal* 34:256-268, Dec., 1933.

college work or his job one he can master independently and confidently. This expanded summer program was designed to complement the schedule of a student needing extra hours in vocational subjects in preparation for a job, to give a prospective college freshman a needed review, and to allow the student who must have a full-time job to take courses which will enable him to complete his high-school training more quickly. At the same time it provides recreational facilities and activities for a community.⁷⁶

The individual who holds to the thesis that school is all work and no play is due for a shock if the signs are read rightly. This accent on recreation as an integral and expanded part of the public school program is significant for several reasons. It represents, for example, a realization of the increasing importance of the student laying the groundwork for satisfying leisure time activities after he leaves school. With adults faced with more leisure time than they ever have had before — and with indications that there is still more to come — the business of how to use those leisure hours has become a real issue. Leisure time used in such a way as not to benefit the individual and society may well turn out to be more of a menace than a godsend.

Adult Participation

Too, participation in recreational activities under the supervision of school authorities offers opportunities for circumventing the artificialities that operate in some school subjects during the regular academic session. Again, the expanded recreational offerings of the year-round school draw adult members of the community into the program and so closer to a better understanding and appreciation of the place of the school in the social scheme of things. Such offerings stand as perhaps the single best way of resolving differences between town and gown, and so of putting the public school on a truly "community centered" basis.

A third and distinctly different concept of the function of the year-round school prevails in the school system of Glencoe, Ill. Launched in 1946, the Glencoe plan breaks sharply with the idea that the summer months should be devoted largely to furnishing classroom assistance to students (a) who have experienced learning difficulties during the regular term, or (b) who wish to accelerate an otherwise normal progress through school. On this score, for the 1947 summer session, the Glencoe teachers recommended: "That the administration of a summer school apart from the recreation program be discontinued. It is believed that service to all children can be improved if a greater emphasis upon educational values is placed upon

the outdoor and recreational activities that are already being conducted."⁷⁷

Emphasis Placed on Teacher

The Glencoe plan holds that during the summer months the emphasis should rightly be on the teacher rather than on the pupil — in the sense that by virtue of such emphasis the needs of the student may better be served during the regular school term. Paul Misner, superintendent of the Glencoe school system, describes the various ways in which the services of the faculty are utilized:⁷⁸

"The total amount of a teacher's time involved in our all-year program is 44 rather than 52 weeks. Under the plan the full month of August and four additional weeks throughout the year are designated as vacation periods.

"The experiences of teachers during June and July are deliberately varied. Each year some teachers remain in the community to serve in an extended program of educational and recreational activities to serve the needs of children and youth.

"Others participate in local workshop activities for the improvement of teacher competencies in art, music, dramatics, speech education, science.

"Still others are engaged in the revision of curriculum materials and in editing the reports of in-service study groups.

"In addition to the activities that are conducted locally, provisions are made each year for some teachers to engage in regional and foreign travel and for others to attend colleges and universities for advanced study."

On the basis of the three years the plan has been in operation, Misner describes the following advantages:⁷⁹

"1. One outstanding advantage of the plan is the opportunity it provides for the extension and improvement of the in-service program of teacher-education and curriculum development. Under the limited and restricted conditions of a conventional nine- or 10-month program, there is never enough time for teachers to deal adequately with the co-operative research and study demanded for significant and continuous curriculum improvement. . . .

"2. The opportunities provided for advanced study at colleges and universities and for regional and foreign travel have also contributed significantly to a more effective in-service program.

"3. Since the adoption of the plan it has been possible each year to provide a limited number of school personnel, who have contributed significantly to the improvement of the summer experiences of children.

"4. Introduction and orientation of new

⁷⁶Pahl, E., "A Year-Round Program," *Childhood Education* 24:82-84, Oct., 1947.

⁷⁷Misner, Paul J., "Teachers' Role in an All-Year Program," *Journal of the National Education Association* 37:500-501, Nov., 1948.

⁷⁸*Ibid.*, p. 501.

⁷⁹Cline, Aleise, "A Twelve-Month Program in Gladewater High School," *Bulletin of the National Association of Secondary School Principals* 32:79, Nov., 1948.

personnel has always been an important responsibility of the school administration. Under the all-year plan this responsibility can be met with increased effectiveness. All new personnel spend the six-week period prior to August 1 in the school system. Orientation workshops are planned for these individuals to help them become familiar with the program and policies of the schools well in advance of their assignment to teaching duties."

The Lubbock Plan

Endorsement, with reservations, of the philosophy underlying the Glencoe plan is supplied by the Lubbock, Tex., public school system. While recognizing the value of using the summer months for purposes of faculty in-service growth, however, Lubbock also is committed to providing classroom instruction on a scale larger than is implied at Glencoe. Briefly, the purposes of the extended school services as offered in the Lubbock system are as follows:⁸⁰

"1. To strengthen those students who need additional work in the fundamental subjects.

"2. To enrich the lives of students by giving greater opportunity for work in supervised play, dramatics, radio, art and handicrafts, music, science and nature study, and recreational reading.

"3. To provide workshops for teachers to improve or refresh themselves in such fields as art, music, science, or guidance.

"4. To provide time for preparing and revising curriculum materials and editing these for publication."

One of the interesting facts growing out of these newer interpretations of the functions of the year-round school is the bid to remove the stigma that formerly went with attendance at summer school. More often than not when a lad was sent to summer school it was because during the regular term he had been tried and found wanting. Small wonder, therefore, that the deed soon was grist for the neighborhood: "Have you heard about Willie Williams? He's taking some classes at the high school this summer. Isn't it awful?" "It is a pity that Willie isn't more like our Egbert. You know Egbert has never had to go to summer school in his whole life." "Poor Mrs. Williams! And she's tried so hard to make something out of that boy." "I feel so sorry for his mother. I think I'll take her over a pan of hot rolls. My husband says there's nothing like my hot rolls when one's bereaved."

Royal Road Not Disclosed

True, in schools like those herein described, the royal road to learning has not yet been revealed. The student in need of remedial attention still will find it necessary to engage in reluctant combat with

(Concluded on page 80)

⁸⁰Lomax, Dorothy, "Extended Program and Increased Salaries," *Texas Outlook* 30:2, July, 1946.

Figures Count—But So Do Children

Walter A. LeBaron*

At a time when the educational dollar, along with all others, is shrinking, it becomes more important than ever that school people give thought as to how to obtain maximum educational results with minimum expenditures whenever this can be done without depriving any child of his educational heritage.

One of the most difficult problems confronting school administrators and boards of education today, in the face of increased birth rates, inadequate school buildings and a shortage of teachers, is that of controlling the size of classes in the elementary schools. Too often the problem is confused rather than clarified by the introduction of formulas, averages, and rule-of-thumb devices which ignore in one way or another the fundamental fact that when a class is too large there is a loss of educational opportunity for children and when it is too small there is a loss of public money.

Pupil-Teacher Ratio a Weasel Term

It is interesting to explore some of these concepts in administration. Pupil-teacher ratio (PTR) is bandied about in administrative circles as though it were a meaningful term. As a matter of fact, PTR can be defined in some fifteen to twenty different ways, depending on what portion of the total staff of the school or school system are classified as "teachers" in the ratio. But, a more serious error appears when a computation of PTR in a given school results in a rather favorable figure but ignores or conceals the fact that actual class size is running far above defensible educational limits. To illustrate this, let us assume that an elementary school has 500 pupils and 10 classroom teachers. The ratio of pupils to classroom teachers (CTR) is, therefore, 50. The most traditionally minded person would acknowledge that 50 pupils per classroom teacher are far too many for an acceptable job of teaching. But, if 10 people including the principal, vice-principal, secretary, nurse, librarian, guidance person and several special teachers are added to the 10 classroom teachers and all are classified as teaching personnel, the PTR becomes 25, which looks pretty good.

It is quite obvious that PTR alone does not define a defensible educational program. It may result in overstaffing of the schools in special service areas of the program, overcrowding of classes, and assignment of too many teachers to "special" fields at a time when there is a critical shortage of classroom teachers.

A second area of confusion accompanies the introduction of average daily attendance (ADA) into a consideration of pupil-teacher ratio or class size. Tax minded critics of public education are claiming that if ADA is 82 per cent of enrollment, the PTR can, therefore, be increased by 18 per cent to offset for the absences. The important issue in education, however, is to control the size of classes so as to guarantee a defensible minimum for good teaching and a defensible maximum for economy. The use of ADA would increase the actual size of classes so that a reasonable recommendation on class size would need to be smaller to compensate for the ADA factor. Such a method would simply result in a loss in one point and a gain in another.

The important issue is to maintain in every school a ratio of pupils to classroom teachers which will make classes small enough to teach with modern methods but large enough to justify the expenditure of public funds. Whatever special services are added should be considered after the PTR has been established within reasonable limits.

Following the establishment of proper class sizes, it would seem necessary for school administrators first to agree upon a uniformly acceptable definition of PTR and, second, to establish a defensible ratio between PTR and CTR.

Facts Disclosed by Recent Survey

A study conducted by the writer in the spring of 1948 shows the distribution of elementary schools in New York State (exclusive of New York City) with respect to the existing ratios of pupils to classroom teachers.

RATIOS OF PUPILS TO CLASSROOM TEACHERS IN 1863 ELEMENTARY SCHOOLS IN NEW YORK STATE, 1948

Ratios of pupils to classroom teachers	Number of schools reporting
1-4	2
5-9	7
10-14	51
15-19	156
20-24	
25-29	329
30-34	612
35-39	490
40-44	
45-49	170
50-54	31
55-59	4
60-64	2
65-69	5
70 plus	2

11.5% of the schools

median 28.1

11.5% of the schools

The range in the ratios of pupils to classroom teachers is from 4 to over 70.

The median ratio stands at 28.1. The study shows clearly that there were many schools with ratios of pupils to classroom teachers too small to reasonably defend on a cost basis. For instance, there were 216 schools with ratios of 19 or less. Eleven and one-half per cent of the schools fell in this category. On the other hand, exactly the same number and per cent of the schools had ratios too high to justify a defensible teaching program, that is, 35 or more pupils per teacher. This, and similar studies, have shown that although a median may appear very favorable, it is nonetheless highly essential that the high ratios be reduced by the addition of more classrooms and more teachers and the low ratios be increased through the combination, consolidation, and centralization of small classes and small schools.

If, then, our first step should be the establishment of defensible ratios of pupils to classroom teachers (CTR), what ratios can we accept as a guide? Based on extensive studies of class size in the elementary school, the following is suggested:

1. Kindergartens of 20 to 25 pupils per teacher as an optimum and 30 as an absolute maximum.
2. Grades 1 to 6 inclusive, 27 or 28 pupils per teacher as an optimum with 33 as an absolute maximum.

Can these recommendations be defended? Studies in New York City on the relation of class size to the type of teaching program indicate that they can.¹ Recent recommendations of the National Council of State School Consultants suggest similar ratios. Limitations in classroom space utilizing approximately 22 x 30-ft. classrooms demand these maximums if the rooms are to be equipped and used properly.² The judgments of school administrators and teachers substantiate these recommendations.^{3,4}

Can these recommendations be invalidated? The answer is "yes" if the schools are willing to abandon modern methods of teaching, attention to individual differences and needs, child study, guidance

¹Persch, C. F., "Some Effects of Class Size on the Education Program in New York City Elementary Schools," 1943 Yearbook, New York Society for Experimental Study of Education (New York: Thesis Publishing Co., 1943).

²"The Problem of Optimum Class Size in the Elementary School," Bulletin X, New York State Association of Elementary Principals (Watertown, N. Y.: C. W. Flinn, 1947).

³Jensen and Jensen, "The Influence of Class Size on Accomplishment in High School Algebra," Journal of Educational Research, XXI: 22, Feb., 1930.

⁴National Education Association, Research Division, "The Teacher Looks at the Teacher Load," Research Bulletin, 17: 223-70, Nov., 1939.

*Associate Supervisor, New York State Education Department.

and individual instruction. If the schools are willing to limit their teaching to the three R's and group teaching, using monitorial systems and the like, classes of 70 to 100 could possibly be defended. But modern education stands squarely opposed to any such concept of teaching.⁵

Specific Recommendations

Having, then, first established workable ratios of pupils to classroom teachers, school administrators should proceed to take whatever administrative steps are necessary to:

1. Bring schools with ratios appreciably lower than these up to the minimum by redistricting, consolidating, centralizing, or combining groups or schools.

2. Bring schools with higher ratios down to at least the maximum limits of these recommendations. This will be no easy task since it will involve comprehensive census studies, additional classrooms, additional school buildings, the employment of more classroom teachers and the expenditure of substantial sums of public money.

Following these steps and only after these steps have been taken, is it reasonable to consider pupil-teacher ratio. If PTR is to be used as an administrative factor in studying comparative school costs and services, it is necessary that there be agreement on a definition of PTR. Probably an acceptable definition of PTR would be *the ratio of pupils to all of the professional personnel of the school or school system*. Under such a definition all personnel except the clerical staff, janitors, matrons, maintenance staffs, bus drivers, cafeteria help, and the like would be included.

One of the outstanding characteristics of modern public education is the extent to which special teachers and special services are provided to render individual diagnoses and care for the needs of children, to enrich the program in the special subject fields of the curriculum, to provide better administration and supervision, to carry on remedial programs in the subject fields and to care for the needs of the physically and mentally handicapped children. In many school systems the differences between a modern and forward-looking program and a traditional and static one can be recognized by the extent to which the schools avail themselves of these services or omit them from their program.

But, again, in this critical time when there is a shortage of teachers and classrooms, it is imperative that such services be provided on a balanced ratio so that an undue burden is not placed upon class size on the one hand or upon the ability of the public to pay the cost on the other.

⁵Helseth, I. O., "How Large Should a Class Be?" *Childhood Education*, XXXV: 5, Jan., 1948.

Steps for a Balanced Organization

Therefore, it would seem that for administrative purposes the logical steps to realize a balanced organization would be something like this:

1. Establish defensible class sizes with consideration for both the low and the high limits.

2. Abandon ADA as a workable factor in the formula and adhere strictly to enrollment.

3. Define PTR as all of the professional personnel of the school or school system.

4. Maintain at all times a defensible relationship between the ratio of pupils to classroom teachers (CTR) and the ratio of pupils to all professional personnel (PTR).

It is interesting to see how the relationship of PTR to CTR works out in the organization of elementary schools. The illustration which follows is the description of an actual school. There are 500 pupils in kindergarten through grade 6. The professional staff of the school is as follows:

Classroom teachers	18
Special teacher of art	1
Special teacher of music	1
Special teacher of physical education	1
Librarian	1
Principal	1
Several part-time services totaling	1
Total professional staff	24

In this school the ratio of pupils to classroom teachers is 28. The ratio of pupils to all of the professional staff of the school is 500 divided by 24 or 20.8, or about 21. Thus pupil-teacher ratio is to classroom teacher ratio as 21 is to 28, or as 3 is to 4.



In the organization of elementary schools it is probably administratively sound to assume that after a defensible class size has been established, the relationship between pupil-teacher ratio and classroom teacher ratio should be held to a 3 to 4 or a 7 to 8 ratio. Within this range it would seem possible to provide a rich program of special services in administration, supervision, and in care for the individual needs of children. An increase in special services beyond these suggested limits would need to be justified on the basis of rather unusual needs, as in the case of a special school, or on the basis of the willingness of a particular community to provide a program well above the average.

Quality Should Not Yield to Cost

It is imperative that boards of education and school administrators give immediate and careful attention to the control of class size in the elementary school. A whole generation of young children—more of them than ever before—is depending on us to defend their educational heritage. An analysis of the cost of education must not be permitted to result in a lowering of the quality. The establishment of a pupil-teacher ratio which in itself appears favorable, but which conceals the fact that classes are far too large, may appear as good economy but will result in poor education.

While this article has dealt exclusively with the organization of elementary education, it should be possible for administrators to establish similar formulas for secondary education which would protect the quality of education while allowing due consideration for the financial factors.

Selection of Teachers

Paul L. Kirk¹

The title of this article implies that there might be some choice in the selection of teachers, a possibility which we have not been permitted to consider for the past six years. However, there has been a noticeable increase this spring in the number of applicants available over last year. Many people engaged in teacher personnel work estimate this increase to be about one third above what it was at that time. Perhaps this improvement exists to a greater extent in cities where better salaries are paid than in small towns or villages. At any rate, we may once again reach a point where it will be possible to exercise some discrimination in the selection of teachers for our schools.

Since permanent tenure for teachers is almost universal, and removal of unqualified people difficult, if not impossible, the selection of a teacher assumes some of the characteristics of a parachute jump, that is, no mistakes are permissible. Any superintendent who has ever attempted to remove an unqualified teacher by public hearing knows that he was on trial along with the teacher. If at all possible, it is far better to discover disqualifying factors before an applicant is employed.

Study Qualifications

There is much more to the process of teacher selection than meets the eye. Many items in the application blank must be scanned carefully in order to prevent mistakes which will be regretted afterward. Even those persons who have been engaged in the work of selecting and employing teachers for many years often overlook some point that may be vital in considering candidates for positions. Certain points may be emphasized as being fairly reliable, however, in the general procedure.

It is generally conceded that we cannot consider photographs as reliable in judging the appearance of candidates. Perhaps the most that can be said is that a photograph is better than nothing at all. In this connection the personal interview is very important, although in recent years most districts have not requested that applicants go to the expense of a personal interview, which has been a handicap to the employer. It is well to include height and weight on application blanks, as they tend to give a general picture regarding the size of the person. This is not too important as it has been proved that size has no connection with successful teaching. Anyone could, without very serious deliberation, think of outstanding "lightweights or

heavyweights" who have made excellent teachers. Some of the worst disciplinary cases I have ever encountered have developed in classrooms of teachers who measured over six feet and weighed over two hundred pounds. On the other hand, a mite of a woman who weighed not more than ninety-five pounds would have wonderful control over a high school study hall of two hundred pupils. Therefore, we may discount to a large extent these items. A teacher must have that certain "something" in character, manner, and bearing which makes for good control of a group of youngsters.

In considering the education and professional training of an applicant, it is well to note the names of the institutions they have attended and the length of time. Colleges, like many other things, are good and bad. Some do an excellent job in training people for certain specialties, and if the person is applying for a position of this particular type, the training institution may be most important.

It is always interesting to include an item regarding honors and special activities in college. This helps to form a quick estimate of the applicant's ability without studying all the details if time is limited. For example, if a man is a member of Phi Delta Kappa, a professional organization for teachers, it may be assumed that he is, or has been, quite interested in making teaching his lifework and that he may become an outstanding person in the field. If the candidate should happen to be a member of Kappa Delta Pi or some other professional organization which bases membership upon scholastic average, we may quickly assume he was a good student in college. Many of these organizations have other requirements for membership as well as scholastic average, but the total qualities would add up to what we are looking for.

Anecdotal Essays Prove Enlightening

The assembled credentials of candidates which are usually obtained from teacher placement bureaus are most helpful. Several college placement bureaus have adopted the practice of having a candidate write a brief personal autobiography. These anecdotal essays are often more enlightening to the employer than all the factual data on application blanks or in assembled credentials. Often they reveal some desirable quality or trait which will help both the employer and the teacher to consider an opportunity for assignment.

It is always well to have the good old standard question, "Can you play an in-

strument?" or "Can you sing?" This not only helps in the placement of the teacher, but it might be of help if we need a good oboe player for the civic symphony orchestra or a new member for the faculty male quartet. Naturally the good placement officer will put aside these temptations and keep in mind that he is employed to secure the best teachers possible for the children of the community.

Some states forbid the questioning of applicants regarding their religion, and all states should. Certainly if any group of people are to be considered broad-minded enough to be free of religious prejudice, it should be those engaged in education. In the new move for teacher freedom and the often written and often voiced request of teachers to "live a normal life," perhaps we should be more than grateful if teachers belong to any church at all, let alone take any active part in one.

References Helpful and Otherwise

All good application forms must have a place for references. Even though it may be assumed that the candidate will give the names of people that he considers favorable to him, it is possible and necessary to conduct a thorough investigation of the candidate by obtaining references from the educational officers where he has been employed. Most of the larger city school districts send confidential inquiries to superintendents or principals where candidates have had teaching experience, if any. This is a most valuable and helpful practice. Most of these investigation blanks are answered in a professional and ethical manner by the persons to whom they are sent. They are helpful, if honestly answered, in eliminating the unfit who should not be permitted to conduct the instruction of our boys and girls.

Boards of education will find it profitable, and helpful, if they retain a board of examining physicians to conduct physical examinations of applicants for teaching positions. Physical examination fees should be paid by the board of education in order that they may obtain an honest estimate of the health of the applicant. This may prevent later claims for disability benefits and other expenses to the community. Not only this, but the first and primary consideration should be to prevent the spread of communicable diseases from teacher to pupils.

Require College Credits

It is desirable also to require a transcript of college credits. This information will provide a good estimate of the scholastic

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ability of the applicant, and it is quite important in placing the teacher not only for the first year but in later years. For example, if the prospect has a major in English and a minor in mathematics, it is quite possible to assign the person to a position in mathematics. Transcripts indicate the names of courses that the applicant has had and suggest many possibilities of assignment. This is of mutual benefit since it may be possible to employ a person for a position for which he had not applied. Since the modern trend of education indicates that we are teaching children more than just subject matter, it is well to secure teachers who are not merely specialists, but are able to teach many subjects.

State Certification

State certification is highly important, and application blanks always should emphasize this matter. After a teacher has arrived in the fall to begin his new work and has taught for a month, it is too late to emphasize the need for a certificate. Full information regarding the securing of certificates should be sent to teachers upon appointment along with their contracts. This is especially important to applicants who are obtained outside the state and are unfamiliar with local laws.

The district may have an age limit for teachers. This fact should be emphasized before appointment is made.

We have had some dark days in recruiting and selecting teachers during the past few years, and many people have entered the teaching profession who would not have been able to qualify under ordinary circumstances. Those persons who have come into the profession and are unqualified should be eliminated as quickly as possible. On the other hand, those who have entered as emergency teachers, and are eager to improve their own training, should be given an opportunity to remain in the district.

If an Oversupply Should Come

An interesting problem is posed for our profession as we again begin to see the supply of teachers increase. As indicated above, we have already begun to see a considerable change in the situation. We would not care to return to the condition that existed some eight or ten years ago when there was such an oversupply of teachers that some rather unfair devices were originated in many communities to eliminate candidates. In some cases these devices took the form of written examinations lasting several hours, plus oral examinations, plus appearance before boards of officials who probed for a weak spot which might disqualify candidates. How are we to meet the problem of oversupply of teacher candidates when it does arrive, as it surely will? Would it be possible to create any plan such as that used by the professions of medicine and law? These professions have state examining

boards who pass upon the qualifications of candidates and admit only a limited number each year. Will it ever be possible in the teaching profession to set up standards which would eliminate the unfit? In the past, some states made considerable progress in establishing a credential system for admission of teachers to the profession. I do not pretend to know the answer to this problem, but I do feel it is one that teachers and administrators might well be considering. As we think of a plan we must try to discard the personal and selfish factors in order that we may find some way of securing the best qualified people as teachers for our children.

The Most Important Responsibility

The responsibility of obtaining able teachers for a school system is the most important one facing superintendents and boards of education. Extreme care should be exercised and every qualification carefully considered. Where members of school boards do not have an opportunity to examine the applications personally, and most of them do not, then at least two or three members of the administrative staff should have this responsibility.

Structure of the School Business Office

The business manager of a school system should have some teaching experience and some business experience, in the opinion of W. W. Bailey, assistant superintendent of schools in charge of business affairs and properties, of the Rock Island, Ill., schools. The unhealthiest situation in a school business department exists where the business manager is responsible only to the board of education and acts as a co-ordinate official, independent of the superintendent of schools.

In a paper prepared for the Rock Island board of education, Mr. Bailey calls attention to the fact that most individuals who are now holding the position of business manager, at least in duties performed if not in title, grew into their jobs and have made them what they are today. A generation ago, the successful applicant for a board of education business managership had a bookkeeping background, a business background, or both, and was presumed as a result to be thoroughly capable of handling or learning to handle the affairs of the school system. This system of selection has produced some fine business managers.

Education cannot do everything. It cannot do everything equally well. It seems altogether likely that the attempt on the part of education to do what it cannot do well will prevent it from doing what it can do well. One of the things education cannot do well is vocational training. That can best be conducted on the job. The rapid changes in technology and the mobility of our population make vocational training given one day in one place a handicap the next day in another place.

—Robert M. Hutchins.

An additional method of recruitment now widely used is to have some member of the school system, usually the personnel procurement officer, visit colleges and interview outstanding members of the senior class who desire to enter the teaching profession. This is desirable not only at the present time when teachers are scarce, but when they are plentiful, as it enables a school system to employ some of the best persons the colleges have to offer. It also provides an excellent opportunity for personal contacts between the school district procurement officer and the heads of placement bureaus. Later correspondence becomes more meaningful because of this personal acquaintance, and the placement officer is familiar with the type of teachers desired.

Those who have been engaged in employing teachers will probably agree that there is no perfect formula for selecting the ideal teacher. We can only do our best in observing some of the items noted above. The true test comes when the teacher is on the job in the classroom engaged in the process of instruction of boys and girls.

Many of these fine business managers would be the first to admit that a requirement even greater than the two mentioned above should be a sound educational background.

A tendency to divorce the business office from the educational office of a school system exists in situations where the business manager lacks an educational background. As a result, neither department operates to its maximum efficiency in producing the best possible education for the boys and girls. Mr. Bailey believes that "the business manager should have a teacher's certificate, experience as a successful teacher, some accounting experience or knowledge, the ability to diplomatically deal with all individuals in a school system, and above all, the ability to merit the confidence of the businessmen of the community."

Unit Organization Needed

A business manager's relationships are the outcome of the conditions under which the position was created, the policies and attitudes of the board of education, and the requirements of the state laws. "It seems that the unhealthiest relationship found is where the business manager is responsible only to the board of education. This situation can and has in some instances resolved itself into a continuous strain between the superintendent of schools and the business manager" and is not conducive to the best educational results.

"In general, the business manager of a board of education should be as his title implies — the manager of the business of the board of education, and at all times responsible to the superintendent of schools."



Left: girls enjoy baking cookies. Right: place setting and serving are important elements of the course.

Homemaking in the Community School

William C. Miller, Jr.¹

The new homemaking laboratory in the Henry Ford Elementary School of Highland Park, Mich., provides an opportunity for the practice of some of the finest developments in homemaking. Through careful planning on the part of teachers, members from the board of education, and local utility companies, functional as well as exceptionally attractive foods and clothing laboratories have been planned and completed.

Four unit kitchens have been built in the foods room. Two electric stoves and two gas stoves of the latest models are the center around which each unit functions. Each kitchen is equipped with a double sink, one of which has a garbage disposal machine. A 9.6 cubic foot electric refrigerator and a 6.5 cubic foot gas refrigerator provide adequate space for perishable food storage. The cupboards contain almost every conceivable built-in convenience. All floors and counters are covered with linoleum for ease of maintenance. Sufficient counter area for each family group saves many steps in the preparation of food. The



The social graces are taught as is evident from this faculty tea in which members of the household arts classes act as guests and as hostesses.

¹Principal of the Henry Ford School, Highland Park, Mich.



The sewing classes provide a real challenge to the ability of girls. Here is a fifth grade class in the Henry Ford School cutting out, sewing, and finishing dresses.

ceilings have been covered with acoustic tile.

Students Have Full Responsibility

Students assume the full responsibility for the care, upkeep, and decorations of these rooms. This includes cleaning of all

kitchen units and floors, and the making of curtains, drapes, tablecloths, napkins, place mats, and decorative effects. The purpose in giving the students these responsibilities is to provide the same experiences in school that must be assumed in the home.

The clothing room is separated from the foods room by large double doors, which may be opened when both rooms are needed for instructional purposes or closed when both rooms are used for different types of activities. The clothing room is often used as a dining area and is



After and before. At the left is a typical, cheerful foods laboratory, well lighted, tastefully painted, and entirely cheerful. At the right is one of the typical original basement cooking rooms with half windows, excessive blackboard, and not too cheerful atmosphere.



Left: the adult education classes usually attempt very necessary dressmaking. Right: even boys of the eighth grade are taught cooking of the simple kind.

equipped with six tables and twenty-five chairs of correct height for elementary school children. Equipment consists of three electric and four treadle type sewing machines, a dressing room, a three-way

full length mirror, a fluorescent lighted display case, storage cupboards for supplies and storage cupboards for students' work.

In both the foods and clothing classes,

the students and the teacher co-operatively plan the work in the several areas of home-making. Some of the projects that have been presented include good food and health habits, budgets and food selection,



Left: the rooms of the household arts department are finished and furnished in modern style and provide very real suggestions for home painting. Right: girls work in groups of 4s both as a means of individualizing the studies and of making maximum use of the equipment.

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menus and meal planning, preparation and serving of food, preservation and storage of food, table arrangements and camp cooking. In the field of guidance, the areas covered are: habits and personality, making the house a home, budgets and clothing selection, table manners, personal grooming, courtesy and etiquette, leisure time activities, entertaining our friends, happiness in the home, complete family living, and others.

Extraclassroom Activities Offered

To supplement classroom experiences, field trips, lectures and demonstrations by experts in the fields of food preparation, sewing, home decorating and guidance are

used constantly. Audio-visual materials, magazines, bulletin boards and exhibits also stimulate interest in homemaking.

Informal teas and luncheons for parents are frequent affairs at the school. These gatherings provide an opportunity for teacher-parent conferences at least once each semester and more often, if the best interest of the student will be served by such a conference. Teachers' luncheons and dinner meetings also provide practical experience in the field of food preparation and serving.

Parents are encouraged to visit the school and the teachers visit in the homes of their students. We feel that the students and the teacher can do a better job when

there is a continuity of planning between home and school.

Several afternoon and evening classes are offered the adults in the community in these homemaking laboratories. The classes include millinery, design, alteration, mending, knitting, food preparation, home canning and home management.

The homemaking rooms often are used for school and community meetings and social gatherings, as well as for educational purposes.

With these new facilities, we hope to develop a thoroughly functional program for the student in the fifth, sixth, seventh, and eighth grades and also the adults in the Henry Ford School Community.

A New Instructional Medium —

Television and the School

Will L. Schwehr¹

Television is a new, compelling medium of communication that will influence our homes, our government, our nation, and most of all the way our children will think when they are adults. It is estimated that in the next ten years television will be one of our ten top ranking industries, with an annual income of 500 million dollars. Last year radio's income was 400 million dollars.

Television in the Home

What happens in the home when a television set is installed? For one thing the home becomes the family center again. But something else is happening too—something about which we with educational interests should worry. Watching television reduces attendance at movies, cuts reading 20 to 30 per cent and radio listening 80 per cent. In other words this closely knit family circle may gain in family allegiance and interest; but if its only communication becomes the television screen, the television industry, educators and all thinking people should give some serious thought to the direction that programs are taking. If television is going to be the chief source of communication for the people of this country, the educational side of the picture cannot be neglected.

Does education have any responsibility? If entertainment television is cutting off reading, radio, magazine and newspaper interests, is there danger in expecting that industry alone do the experimenting and setting the future pattern? If education has the vision to see television as a tool that can help do its job better, now is the

time for educators to begin to think about its use—not later when it's cheaper, when the wheels are running smoothly, when the advertisers have bought up all the time and when all the stations are too busy to bother training educators.

Television in the classroom is not yet economically practical. It will be some time before programs are available in school time, but the St. Louis schools are using television in all the ways it can, and learning now along with the industry.

Historic Events Are Live History

For President Truman's inauguration in January, 36 schools in the St. Louis area arranged to have sets installed on a loan basis in classrooms and auditoriums. Thus as a part of their live history lesson, thousands of St. Louis youngsters saw President Truman—face to face—pledge himself to them personally with the historic oath of office, as old as our nation itself.

That is what schools should do for our children—that is what television in the future of education can do every day for children—teach them history not only out of a book but as it is happening, where it is happening, and while it is happening.

In co-operation with television station KSD-TV, the St. Louis board of education since 1947 has been planning and presenting television programs that tell the work of the schools. These programs describe work of teachers, pupils, and special departments. The division of audio-visual education of the St. Louis public schools arranges the programs and prepares the scripts. KSD-TV donates not only air time, but in addition an hour rehearsal time plus the services of a producer and stage property man.

Possibilities for Television

Television in schools can take three directions, two of which are being employed in St. Louis.

1. *As a public relations medium*, television provides an excellent means of taking the classroom into the homes to the parents and explaining to them the work of the school today.

2. Television today can bring special programs and events into the classroom to help students understand better the subjects they are studying.

3. Television can be used as part of the teaching program.

An Important Experiment

Experiments in school programs are being made by the National networks and the future points to daytime programs. The National Broadcasting Company in co-operation with the National Education Association and the boards of education of New York, Philadelphia, and Baltimore is planning to broadcast a daily series called *Stop, Look and Learn*. Programs will be devoted to children's plays, geography and history, government, science, and music. Such programs could be broadcast during class hours for reception in the schools.

If 98 per cent of our learning is absorbed through the senses of sight and sound, and if television can bring a message to these two senses at the same time, television as the electronic blackboard of the future will surely play a part in the school of tomorrow. What the future of television in education will be is beyond prediction, but let's hope that education is in the future of television.

¹St. Louis, Mo. The article is an abstract of a paper recently read by the author before the Public Questions Club of St. Louis.

A Basic Philosophy of Administration

Robert M. Cole*

I. School Administration

1. Some factors fundamental to good school administration.

Good school administration is dependent upon the ability of a group of individuals to get along with each other. It is the outgrowth of an association built on human understanding, respect, and faith one in another. It is filtered by a wholesome sense of humor, a sense of fair play and genuine human kindness. It is supported by the courage of one's convictions and tolerance for another's point of view. Its structure is formed from legal authority vested in a group of individuals who may exercise this authority by placing responsibility, by delegating limited authority, and by exacting accountability from those given offices of trust. Its greatest strength lies in unanimity of opinion which has been formulated from impartial considerations.

2. Good school administration begins with the board of education and the superintendent of schools.

Good administration begins with the board of education and the superintendent of schools. Once the superintendent has been selected, he assumes an integral part in the affairs of the board of education, and, in my opinion, it is fatal to separate the two. Therefore, the success of a school system is largely dependent upon the ability of this group, board members and superintendent, to get along with each other. The foundation for this relationship can be laid in a Basic Philosophy of Administration. This means that the top administrative agency first gets its own house in order and by so doing commands the respect and confidence of the entire school system.

3. A Basic Philosophy of Administration is fundamental to the success of any school district.

I doubt if any board of education has deliberately sat down and said, "Let's develop a philosophy of education." It is something that evolves from the combined experience of a school board and superintendent working together. As we view school reorganization, which has reduced the total number of school districts in Illinois from more than 11,000 in 1945 to about 6100 today, a reduction of nearly 5000 school districts, two things stand out very sharply. They are: the lack of experienced school board members and the lack of experienced superintendents. If it is true that a good school is dependent upon good administration, then the development of a

Basic Philosophy of Administration can spell the success or failure of school reorganization. If it is true that good administration is dependent upon the working relationships of the board and its superintendent, then a Basic Philosophy of Administration is also fundamental to the success of any school district.

4. Legal basis for school administration.

I assume that all of us believe in the principles of democracy. In a democracy we recognize the expediency of placing trust, responsibility, and authority in the hands of a few or in the hands of an individual, yet preserving for the majority the right to expel the individual or the few if they abuse the trust, responsibility, and authority given to them. So it is with education. Education is a function of the state. However, the great principle of *local control* is preserved by most states through vesting in a local school board the entire responsibility for public education. In most states the superintendent of schools is given recognition by attempting to legalize and establish a division of responsibilities for the board and the superintendent, while at the same time the entire legal responsibility for the operation of the school rests in the board of education. The law stipulates that the board establish a policy placing the responsibility and delegating the authority in a superintendent for the administration of the school under the direction of the board of education, thus making the superintendent directly accountable to the board and thereby retaining in the board full legal control. Any rule or policy of the board must keep in mind this division of responsibility, authority, and accountability.

Administration might be pictured as a delicate scale with the board of education on one side of fulcrum and the superintendent on the other; where the various forces within the community, such as parents, patrons, taxpayers, teachers, and pupils, play the role of counterweights, anyone of which might upset the balance.

II. Broad Policies Underlying a Philosophy of Administration

It is the will of the board of education:

1. To establish such policies relative to the conduct and administration of the schools as are prescribed by law or as may seem advisable and have them prepared in such form that all concerned may be aware of them.

2. To establish policies that are good examples of leadership, citizenship, and human relationships.

3. To select a superintendent who shall

be made responsible for all of the administration of the school district and to vest in him the necessary authority to carry out such administration.

4. To require of the superintendent recommendations for the administration of the school district and to supply him with the necessary personnel to carry out this administration.

5. To employ, promote, suspend, or dismiss personnel only upon recommendation of the superintendent.

6. To issue all orders affecting any employees through the superintendent of schools.

7. To require of the superintendent such periodic reports which the board deems necessary to keep it properly advised on the administration of the school district.

8. To make changes in the administration after first consulting with the superintendent.

9. To give counsel and advice to the superintendent on the administration of the schools as it deems necessary or expedient.

10. To keep the superintendent properly informed as to the board's policies and expect him to carry out these policies in performing his duties as superintendent.

11. To require of the superintendent attendance at all board meetings except at times when his own employment may be under consideration.

12. To reserve unto itself all of its legal responsibilities for the operation of a good common school, including the right to reject such recommendations of the superintendent as it deems advisable.

III. The Final Test for a Good Policy

The final test of any school board policy is embraced in the question: How will it benefit the boys and girls? No matter how well intentioned or how theoretically correct it may be, no policy is good unless it has contributed to the welfare of the pupils.

In the civic life of any community the school board member is an unsung hero. He is rarely appreciated; his pay is entirely limited to the satisfaction that he has labored for the education of the children. And he must remember that all school board members and superintendents of schools are "expendable" for the perpetuity of the nation.

In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened. — George Washington.

*Illinois Association of School Boards, Springfield, Ill. This paper was delivered at the A.A.S.A. convention in St. Louis, Mo., February, 1949.

Some Characteristics of a Successful High School Principal

Burton W. Gorman¹

Success in the high school principalship — this most intricate and most exacting of all positions in public school life — requires certain special attitudes of mind and effort and requires them to a degree of intensity and enthusiasm essential in few other executive positions in American life. Looking back upon six years of experience in this rigorous task — four of them war years — this school administrator feels that it might be of value to superintendents and school boards faced with the problems of selection, as well as to young and hopeful aspirants, to set out some of the characteristics which seem to him to be common characteristics of the extremely successful high school principal. This analysis is based upon a study of the job and upon careful and reflective observation of very successful friends of the writer.

Experience Built on Education

First of all, the successful high school principal does not rely too heavily upon the knowledge he brings to the job nor upon what he has learned about administration in schools of education. This does not discredit training, which is important, but it recognizes the fact that much that is essential to the running of the job must be dug out of the job itself. There are endless variations in curricular organization, in staff, in plant, in communities and in student needs, from school to school. The principal must know his staff, their capabilities and their weaknesses. He must find ways to co-operate with them and get them to co-operate with him. He must likewise know his students or in very large schools he must know a representative cross section of them. He must understand and appreciate the special facilities offered by, and the peculiar limitations of, his organization, the plant and the community in which he works. He must have a keen understanding of the nature of the school population he seeks to serve. Finally, he must study the strengths and particularly the weaknesses of the organization as he finds it. He must seek out the causes of the weaknesses and attempt to eliminate them. Unless he has a mind that revels in this type of analysis he will find much of his work to be drudgery, his achievements in leadership and educational statesmanship to be mediocre, and he is likely to come to look upon himself as a "glorified combination office boy and policeman."

¹Superintendent of Schools, Connorsville, Ind.

In the second place, the successful high school principal is an approachable person. If his success is to be paramount he must be sought after and pursued by teachers, students, and parents alike. And this attraction must have a broader base than personal magnetism. The conferee who comes to the principal must feel that he gets something — some useful information, reassurance, a sympathetic audience, and a chance to unburden himself. The principal must cultivate the feeling that the opinions of everyone count. He must be anxious to receive advice and suggestions not only from his immediate corps of assistants, but from all faculty members, from the office girl, from the least significant student, from parents, from anyone in the community. This does not mean that he should act upon all advice received, although frequently he will find real help. He should remember what Will Rogers once said to the effect that "most people ain't near as anxious to have their way as they are to have their say."

The First Teacher

Thirdly, the outstanding high school principal must realize that he is the "first teacher" of his school. He will not become so absorbed in the immediate problems connected with the management of the basketball tourney that he ignores the contribution basketball and every activity can make toward the turning out of better men and women and more effective citizens. He should never forget that he himself is the chief educator and the chief counselor of his institution. Because of his titular role he is qualified to teach many lessons more pointedly than is any other member of his staff. In order to play this role effectively he must have in his professional repertoire many earthy metaphors and illustrations with glamour and adolescent appeal. He must never forsake his unique opportunities to make contributions to the development of human personality.

The fourth area in which the successful high school principal must be especially strong is his ability and willingness to ferret to the very bottom of the essential detail. Even though he delegates the management of the detail itself, he must be able to see it and to accurately predict the consequences of all the different ways in which it may be handled. It is quite likely that a successful principal, granted the proper apprenticeship background,

would make a good manager of a Five Ring Circus. It is this eye for and effectiveness with detail that will enable him to set up a good and workable daily program of classes and to get it in motion with a minimum loss of time and with maximum efficiency. For instance, in constructing a program of classes, he should be able to predict within 3 to 5 per cent of his student body the study room load for any period of the day.

Using Help Effectively

A fifth requisite of the successful principal is that of knowing how, where, and when to use help. To many principals a secretary serves only to beautify the office. Knowing how to effectively use secretarial help is an art in any business and one which the high school principal had better learn. The skill of the principal in this respect is more important than the skills of the secretary herself. She can become an effective agent of public relations, of administration, of management, of dispatch of detail. She can become the principal's second mind and an additional hand and his most valuable counselor, but she should never become his boss. She must never appear to rank above teachers in authority. To delegate detail and to check only enough to make sure of accuracy, thoroughness, and promptness is good administration at the high school level, as it is at all levels. To observe the secretary of a principal at work and to know what she is doing is one index to her chief's ability in organization.

Finally, the superior high school principal is a man of vision. There is evidence in his school of long-range planning — of a constant look ahead. He does not pretend to have all problems solved. He knows what areas most need attention now and is concentrating on them. He envisions a different and better school five, ten, fifteen years hence, and he knows what practical steps may be best taken now in order that his "dream school" may not turn "nightmare."

NEW OFFICIALS OF THE NEW YORK CITY BOARD OF EDUCATION

The New York City board of education, on May 11, reorganized with the election of Maximilian Moss, of Brooklyn, as president and Vito F. Lanza, of Queens, as vice-president. Mr. Moss was appointed to the board by Mayor O'Dwyer, in May, 1946, and was chosen vice-president a year ago. Mr. Lanza, a lawyer, was appointed to the board by O'Dwyer last July, when the membership was increased from seven to nine.

The *New York Sun* reported the election as "one of the tensest and most bitter contests ever held over the school board presidency." The O'Dwyer administration is now in control of the schools.

The Yankee Springs Experiment

Roy L. Warren

What camping educators regard as a significant chapter in Michigan educational history was written in the week beginning November 29, 1948, when, for the first time, high school students were released from their classrooms to take part in a week-long camping program as an integral part of their school learning.

The results, measured in the enthusiasm of educators and the cheerful recollections of the students who participated in the program at Yankee Springs State Recreation Area, indicated that high school camping under public school auspices, a long cherished dream of many educators, might not be so far in the future as once thought.

Who says the youth of today shirks work? The 64 high school students attending the experimental camping session appeared to love it.

But "work" can mean a lot of different things. In this case the "work" was not drudgery. It was meaningful work where the "doer" of it knew why it was being done, what purpose it served. He knew too his relationship to all the rest of the workers on the project.

More than a third of the campers were Battle Creek, Mich., boys and girls. There were 25 sophomores from Battle Creek high school and four seniors from Lakeview high school. Others came from Kalamazoo, Mt. Clemens, Bay City, Allegan, Niles, and North Muskegon.

Not All Work — Some Play

Among the tasks which, incidentally, the campers had selected on their own "hook," were tree planting and pruning, clearing underbrush, and the building of game shelters. A deer census and a fish project, determining the age of fish by scale tests, were some other jobs.

But life had not been all work and no play. Hikes and cook-outs; a trip to "The Devil's Bowl," a nature phenomenon created by a glacier hundreds of thousands of years ago; historical trips and the collection of weather data and group singing round the campfire fell into the recreational category.

The program had some of the more unpleasant features of army life, since life at Yankee Springs involved planning. Fires don't get made, and food doesn't appear on the table by accident. It's all a part of a design, and every camper was a part of that design.

The campers normally rose at 7 a.m. for breakfast half an hour later, but the "fire makers" rolled out of bed at 5:30 a.m. and the K.P.'s or "kitchen police" were on duty by 6:30 a.m. Each working unit, consisting of six boys, six girls, and two counselors,



An interested group of Yankee Springs campers watch Dr. William C. Beckman of the Institute of Fisheries Research demonstrate how to tell the age of a fish from its scales.

"caught" the fire-making and K.P. duties one day of the week.

But this was in the spirit of camp life, and there had been no complaints. "The benefits of the camp far outweighed the more unpleasant tasks. Everyone seemed to take them in stride," said Julian Smith, chief of camping and outdoor education for the state department of public instruction. Mr. Smith, former principal of Lakeview high school, was director of the camp.

Competent Staff in Charge

Many of the campers met old friends at Chief Noonday camp which was the focal point of the Yankee Springs activity. Dr. George W. Donaldson moved a section of his staff from Clear Lake to help operate the project. Dr. Donaldson was in charge of administration and Leslie Clark, program co-ordination. Miss Jo Martin, Clear Lake counselor, was helping with the activities, while Archie Potter and Lee Gurd directed the kitchen activities.

Here is what one of the boys, Bob Sinclair, a Lakeview high school senior, thought about the experience:

"I thought the whole camping idea was wonderful, and I feel that it should be carried on each year in order to give the high school students of today experience in outdoor work, something which will do them worlds of good, and give them a

valuable experience bound to help them on the long road ahead. I felt privileged to have been selected to participate in such an experiment."

Educators, too, wrote down their enthusiasms. Here are the points which Julian Smith, director of the camp and chief of camping and outdoor education of the state department of public instruction, thought were primary values:

The Results Evaluated

First, students participated in practical democracy by planning their own program. Second, their learning experiences were direct, they learned rather than learned about, achieved through the doing. Third, they lived in what educators call "a total living situation," under circumstances which required that they plan all phases of the daily routine. Fourth, the teachers who participated were learning the operation and administration of this type of camping program by actual participation and observation, rather than vicariously from books, films, or other means. Fifth, the experiment provided an incentive for schools that were represented in this program to go further with it, and inspired representatives of other schools, who came to look on and listen, to plan such programs for their schools.

"We came to a final conclusion that a



Ronald Berry and Palmer Beebe of Battle Creek high school and Martha West of Albion, Michigan high school stop work to collect energy and rest their muscles at Yankee Springs camp area. Here they are engaged in preliminary work of building animal shelters.

number of things are not to be learned except outside the classroom, and the things to which we have reference are skills, attitudes, and some facts which one needs for good manhood and citizenship," commented Mr. Smith.

"This camping, we feel, afforded an opportunity to experiences seldom given high school students before. Working with conservation projects, close to the soil, brings the student a kinship with his

government, a feeling that government is something substantial and physical, and not merely a political concept or a vague, faraway thing.

"And it is not enough for students to be told that conservation is vital, that natural resources used, sometimes destroyed by men, must be put back and preserved by men, too. But in a camp of this type, the student sees for himself, experiencing conservation rather than hearing about it."

The Boys Were Thrilled

Mr. Smith's summing up pretty well represented the sentiments of Dr. George W. Donaldson of Clear Lake camp, who was administrator, and Richard Gearhart, assistant chief of the education division of the conservation department, who worked with the department of public instruction to bring the experiment about.

What the experience brought to at least one of the students is conveyed in a report which Bob Sinclair prepared.

"What a thrill I got when my first tree toppled to the ground with a thunderous crash!" Bob wrote. "And there was the direct satisfaction and more remote meaning of the planting of dozens of frail little evergreen trees, tiny plants which some day, within 50 or 60 years, are destined to become huge, mature pine trees to shelter game from the hunter and the elements. Then the deer census! I won't forget the long line of drivers bearing down from one side of a square mile area, while 'counters' on the other three sides accounted for the one deer, two rabbits, and a bird which were flushed by the onslaught."

The full effect of the experimental program will not be known for some time. But already plans are in the making for similar camping programs. Battle Creek high school definitely will take part in another week of camping, according to Mr. Smith, while Allegan high school, which had a part in this one, is already to run one of its own at the Allegan group camp.

Mr. Smith's schedule also indicates camps akin to the Yankee Springs experiment being planned in the Bay City-Saginaw area at the Sleeper State park, in southeastern Michigan at the Waterloo recreation area near Brighton, and in Muskegon at the Muskegon State park.

We Selected a Superintendent of Schools

*Frank L. Wright**

The hit-and-miss methods generally used in the past in employing superintendents to fill vacancies are being displaced by methods of active search for and scrutinizing appraisal of candidates, with the help of professionally trained advisers.¹

Years ago boards of education tended to employ on the spot the superintendent of schools who was best able to sell himself to them. Today, the superintendent is sought; he is investigated. No longer is he secretly employed by the board and introduced to the teachers and to the people of the community as a stranger.

*Washington University, St. Louis, Mo.
¹American Association of School Administrators, *School Boards in Action*, Twenty-fourth Yearbook, 1946, p. 46.

On the contrary, the advice and assistance of the teachers, citizens, and specialists are sought.

Several boards of education have paid educational specialists to suggest candidates and to consult on essential qualifications. Some boards have selected the superintendent from lists of candidates submitted by well-known men in the community. A citizens' advisory committee representing various civic, educational, and governmental agencies was used in one city. The committee "set up criteria for judging the candidates, made an active search for candidates, sifted the records of ninety-eight candidates down to four,

visited the communities of the four to obtain additional data, and finally recommended three candidates to the board."²

It would seem reasonable that a board of education would seek assistance wherever possible in order to improve the selection of a superintendent. It would seem unreasonable, however, that any board would permit any person or group of persons to make the selection of the leader for whom the board is so responsible and with whom it is to be so closely associated. After all, a board of education is an elected agency of the citizens of the community. The

²*Ibid.*, p. 77.

members are of, by, and for the people, and cannot afford to delegate completely the important function of selecting a superintendent of schools. Since teachers are quite as interested in the type of superintendent selected as are board members, however, it would seem that members of the staff should be represented in the selection of the administrator.

The Procedure Used

The following procedure of selecting a superintendent was followed by the board of education of a progressive community in a metropolitan area in the Midwest when their outstanding superintendent was called to a much larger school system:

1. The president of the board discussed with the members such problems relating to the selection of the superintendent as:

a) Whether to select someone from the local system or go outside

b) The probable range of salary to be paid

c) The general qualifications required—academic degrees, philosophy of education, ability to speak, amount and type of teaching, administrative, or other experience, demonstrated ability in community relations, etc.

2. It was decided to ask the teaching staff to assist. Letters from the board were sent to all members of the staff indicating that they were as much interested in the selection of a superintendent as was the board of education and that they would be given an opportunity to assist in the selection. A committee representing the Negro schools, elementary education, secondary education, and the administration was selected by the teachers themselves.

3. Communications were sent to a number of great teacher-training institutions for suggestions. Numerous leaders in education who were acquainted with the superintendents in Missouri, Illinois, Kansas, Colorado, Iowa, and other states were asked to suggest the leading prospects in their area for the described position.

4. General understanding was given that applications would be accepted from anyone who cared to make application. All applications were to be sent to the secretary of the board. Total applications received were about eighty.

The First Elimination Step

5. When all members of the board of education had had time to study the credentials of the entire list of applicants, they met and eliminated all but 16 candidates.

6. Credentials were collected for these 16 individuals from people in their communities and other persons from whom they cared to have recommendations. In other words, the files on each of these 16 included recommendations from 15 to 25 people, including directors of parent-teacher organizations, members of Chambers of Commerce, labor leaders, or other

important persons in the community. Teachers and citizens of the local community who might know acquaintances of the candidates were asked to contact such persons.

The Second Elimination Step

7. Members of the board of education examined carefully the credentials of the 16 candidates as did the 6 representatives of the teachers' group who were selected by the teaching staff to represent them.

8. The board of six then sifted the applications down to five, selecting the five whom they thought deserved further investigation. The teachers' committee of six did the same thing.

9. The two groups met. At this meeting, the president of the board announced the decision of the board and of the teachers' group. One would hardly believe it, but only six men were included in the selection of the five highest by the board and the five highest selected by the teachers' committee. In other words, both board members and teachers were in agreement on four of the candidates.

10. The six persons selected by the board and the teachers' committee were asked to come to this community for personal conferences. Each candidate conferred with the board of education and the teachers' committee separately. The teachers' committee had specific questions which they asked each individual.

11. Following these conferences, the board and the teachers' committee rated the six candidates independently according to the appraisal of their qualifications resulting from the interview.

12. When this had been done, the teachers' committee met with the board to compare results. When the ratings were tallied, it was found that the first choice of the board had been the corresponding selection of the teachers' committee.

The Candidate Selected

13. Having unanimously agreed upon their candidate of first choice, a committee consisting of two board members and the chairman of the teachers' committee was commissioned to visit the home town of the candidate and confer with representative people in the community where he lived. There were conferences with businessmen, civic leaders, and associates in the schools, in an effort to discover what success the candidate had had. If everything learned confirmed previous impressions, the committee was authorized to offer the candidate the position.

14. When the committee made known its offer to the successful candidate he in turn evidenced a desire to know more about the city to which he had been invited. It was his suggestion that he be allowed to reserve his decision until he and his wife had had an opportunity to visit the community to which he had been invited. This opportunity was readily

granted. It almost goes without saying that the successful candidate was able to satisfy himself as to the community so that before he completed his visit, it was arranged for him to meet with the board and sign the contract.

The board of education has been highly pleased with the superintendent selected and with the part played by the various individuals and groups who were called on for assistance. The former superintendent of schools rendered valuable service in mentioning possible candidates. Citizens of the community, members of the Parent-Teachers group and particularly the teachers and principals of the schools gave valuable aid in the selection. A list of the questions asked of the candidates by the committee chosen by the teachers to represent them was compiled from suggestions made in answer to a questionnaire which went to every teacher in the school system.

This board of education is convinced that the use of the teaching staff is an important feature in selecting an administrator. Whether the board secured the best superintendent in the country or not, it is quite probable that he started with more co-operative support of both board and teachers than do most superintendents.

TOLERANCE FOR INTOLERANCE

We should not oppose intolerance with more intolerance. Agreed! But it is one thing to accept the man and another to accept his ideas. Each of us is the creature of his limitations—the place where he was born, the gang he played with as a child, the experiences he has had, the people he has met, the chances he has had to see life whole. We cannot despise the cripple for limping. We cannot condemn the blind man for groping. We cannot, must not, be intolerant of the writer whose limited horizon prevents him from seeing the falsity of a characterization or the danger of its effects upon his readers.

Tolerance for the author—yes! Tolerance for his right to speak his mind—yes! But no question of tolerance or intolerance is involved when it comes to selecting for the education of our youth materials that are free from error. We would not purchase an arithmetic textbook which declared that two and two make five. We would not approve a geography which stated that the world is flat. False notions of numbers, of places, or of people do not belong in our textbooks. *The rejection of error is not intolerance.*—Jerome Carlin, in "High Points," May, 1946.

Businesslike Programming Essentials

Don R. McMabill¹

The School Calendar of Events — that's where the year's activities may be found in a nutshell, you say. In it are scheduled the school plays, football games, basketball schedule, debate program, carnivals, dances, Red Cross meetings, and all the rest. Surely, no headache there. But —

Might the lack of a businesslike attitude in setting up the program be the source of trouble to come?

Perhaps the most efficiently managed scheduling is now done by the athletic departments in schools large and small throughout our nation. Coaches and others have learned that conflicting dates result in (a) loss of gate receipts; (b) loss of public faith.

Strong-minded souls that they are, the athletic men have set a quick pace for others. Many a schedule is drawn up and affirmed a complete year ahead — often before this season's final game has been played. Thus, the coaches are able to select the ideal dates with little objection from any source. Only in the smallest schools can be found the coach, or public-spirited school board member, who scurries from town to town in search of an opponent team for his squad. In well-organized schools, there is no last-minute scheduling of athletic events.

As a thought in passing, there is splendid logic here for the coach or school board that must find good reason for *not* playing the post-season "charity game" once so popular. Local promoters, with no concept of the place of athletics in public education, seem to be most active during the famed holiday season each year. Why not get up a post-season game (riot might be the better word) between the Sluggers and the Spikers? All for charity, of course, with the promoter ready to function for a percentage of the gate! (Sorry, Mr. Promo, but our schedule forbids pre-season and post-season games!)

A salute to the gentlemen of the gymnasium for their smart planning. And would that other sponsors, within the school and from the community, were more foresighted!

Here is the senior play, *always* presented the last Friday in May, but this year in conflict with a band concert, opera, or debate tournament. Someone must yield — and usually the superintendent, principal, or active school board leader will be called upon to decide. That — constitutes a headache.

Clear Understanding

If the administrator, hoarding the precious blank pages of the Calendar within his office, is entitled to first choice of dates, let him so state at the outset.

His special assemblies, educational movies, health talks, and other "intrusions" must be specifically listed. Early faculty meetings might well be given over to a frank discussion of programming for the year — with the administrator bowing to traditional events, and inserting modifications and innovations. There is committee work here for the great metropolitan systems; a school board duty for the small.

The dominant community organization often maintains its leadership through a businesslike Calendar. Here are noted the conventions, celebrities, carnivals, political powwows, labor meetings, lodge nights. Conflicting dates are at a minimum in community affairs as a result. Many a Chamber of Commerce secretary earns his stipend graciously in advising, far in advance, that a tentative date might be unwise — the League of Women Voters will be meeting that night. Such a secretary in your community would utter cries of joy were the superintendent to consult him regarding important events and their scheduling.

What Do We Find?

Here is a metropolitan school. Two auditoriums, two gymnasiums, two cafeterias, an athletic stadium, and a swimming pool are available to the general public at cost rent.

In the administrator's office is a bundle of paper, mimeographed blanks, one for each day of the year. Originally, that is. Some days are now missing. Erasures indicate certain cancellations. Question marks indicate conflicts unsolved.

Comes a call from the head of the Central Labor Union: Is the large auditorium available for a newsboys party two days before Christmas? Could be . . . nobody seems to know, or care. Probably will be all right. Go ahead, plan your party. We'll let you know if there's a conflict!

The housing problem being what it is, our Labor man gratefully accepts the tentative date. All his orders, however, for Christmas trees, candy, noisemakers, costumes — even for Santa Claus — must now be tentative. Subject to change, there will be a Christmas for the newsboys!

Perhaps that is an extreme case. In another school system we find a splendid Calendar in the principal's office. It is not

quite filled, however. Someone has noted the date for Commencement in June. Other days, one each month are noted, somewhat mysteriously, "P.D." That's foresight, and the letters most certainly must mean "Pay Day." Well and good.

Comes a Junior League officer with a request to use the small auditorium for a series of dramas in March and April. Certainly — there seems to be no conflict. Down go the dates, out goes the Junior Leaguer, and, in due time, in comes the dramatic teacher to make a bid for the small auditorium in — you've guessed it — March and April! Pass the aspirin, please.

Businesslike Approach

School programming, from an idealistic viewpoint, should be done during spring months — when mistakes of the current year seem most obvious. But teacher personnel has a way of changing, and civic leadership will vary from year to year. It would seem most practical to establish a Master Calendar at the earliest opportunity, and to regard it as a continuing device, rather than a project to be completed at any select time of year. Certainly, major affairs for the coming term should be definitely noted before school closes.

Public schools deal in public opinion, rather than dollars. Either may be won through intelligent foresight and businesslike programming. And either may be lost through lack of these factors. Administrators and school board members might well follow this check list:

1. *A Master Calendar.* Traditional community and school events. Every school. A full year on one large sheet.

2. *A Book of Dates.* Details of community and school reservations for school facilities. For each day a single sheet, well bound.

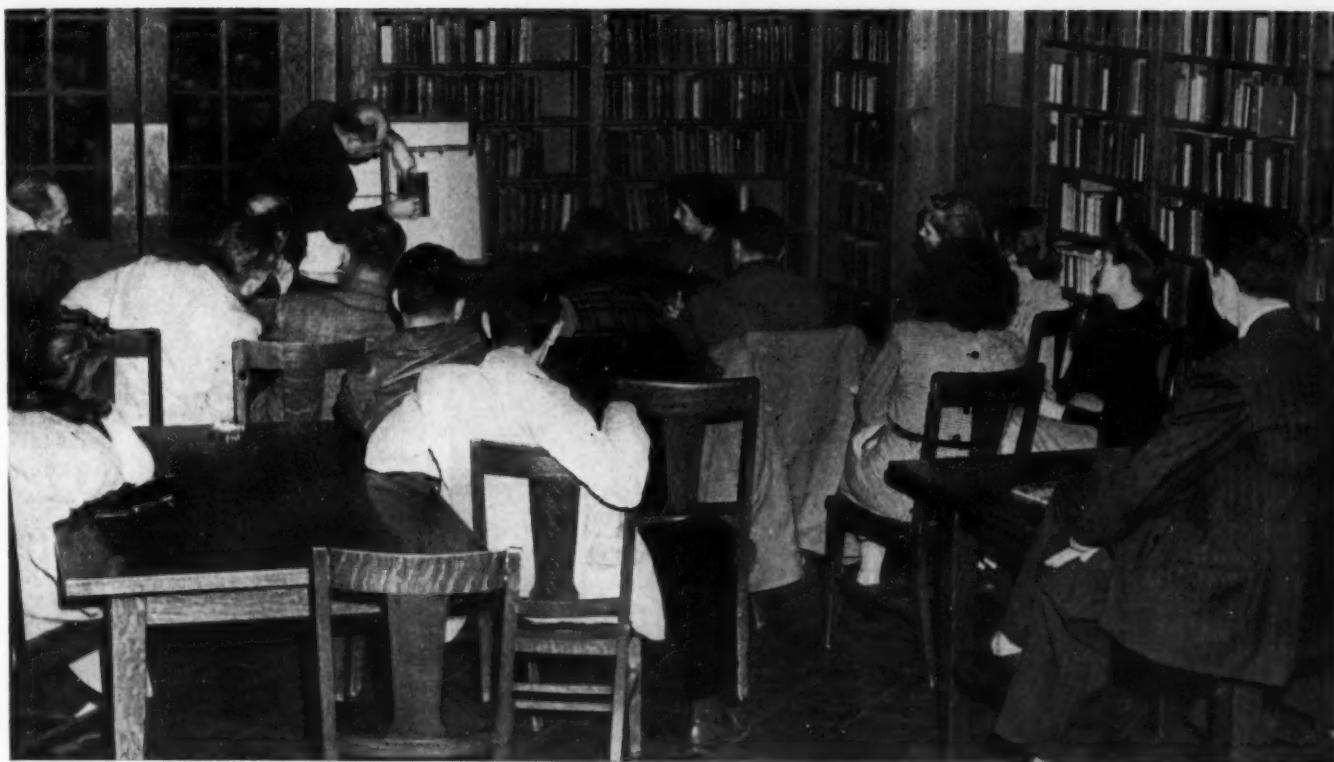
3. *Civic Calendar.* A quick reference list for use in scheduling school and community programs.

Rather than await the usual requests for reservations — and the usual conflicts — the administrator who is public-relations minded will anticipate the needs of his community. First, he will establish his school program; second, he will endeavor to "book" the usual community events far in advance of the fatal last-minute demand.

Preferences must be determined by the administrator in terms of community school relationships. These are unique, and call for the wisdom of Solomon in each instant. Again, the practical approach — bowing low to a township wherein athletic

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¹Teacher in charge of Public Relations and Journalism, Omaha (Nebr.) Technical High School.



The lecture of the adult photography class demonstrates negative retouching.

Development of an Adult Education Program

Oscar Fossum and Harold Davey¹

Adult education services in Pleasantville, N. Y., grew out of a school survey sponsored by the local woman's club and carried on by numerous committees reporting on every phase of school activity. Previous to the survey, questionnaires had been circulated at times in the hope of arousing interest in adult education at the school, but this effort yielded little.

Taking advantage of the interest aroused by the survey and securing the help of the local community service council (which is composed of representatives from all village groups and is concerned with problems of community betterment in general), the school superintendent and high school principal, with the approval of the board of education, set up a program of adult education on a community-wide basis. It was decided that any adult school to be established should list well co-ordinated services contributing to adult learning in general in the community. Besides helping plan the adult school offering at the high school, a committee of the community service council surveyed local groups to determine the degree to which local programs already in existence were educational; to determine possible program helps

to local groups such as library reference advice, audio-visual aids, and mimeographing services; to consider the establishment of a community-sponsored forum on local and international topics; and to study the setting up of committees within the council to study community health and safety and a community scholarship committee to teach young adults aspiring to learning beyond high school; and to work out a plan for the raising of funds.

Committees Set Up

The community service council established its own health and safety committee, survey committee, and scholarship and forum committees to operate as standing committees of the council. Each committee has been functioning for a year and considerable progress is being made. The adult school program was to be handled by an independent group, recommended to the board of education and called the Adult Education Advisory Committee, which group was to work with the directors of the adult school. The adult school committee was to assume the responsibility for adult classes at the high school and library program services to local groups through the school and village libraries, and was to make duplicating services and

audio-visual aids available. Each service has been established and used.

The adult education advisory committee meets regularly with the adult school directors. At the initial meetings, members suggested possible interests, following up such suggestions by news releases and by phone calls to friends until fifteen to twenty offerings were agreed upon.

The adult school operates Monday and Wednesday nights from October 15 to April 1. There are two semesters of about ten weeks each. On registration night each teacher meets prospective students in the high school library to discuss offerings. Prior to this time, news articles appear in the two local papers, announcements are made at local gatherings, and schedules are distributed. Simple enrollment cards are used and attendance registers kept. Everybody pays \$1 registration fee, the money being used to pay janitors, print programs, etc.

Some classes require special fees. These are used to pay for special services and supplies.

Adult education bulletins are issued by the directors. A teacher's salary is paid by the board of education and reimbursed later by the New York State Education Department. Between terms there is a re-

¹Directors of Adult Education, Pleasantville, N. Y.



The beginner's class in sketching is taught by an experienced commercial artist.

ception and assembly and after the last session an open house, at which time there is a brief assembly followed by dancing, refreshments, and displays of the students' work.

Over 500 people regularly attend the classes. Pleasantville is a community of about 5000 but the school also draws from outside. Eighty per cent of the teachers are laymen from the community.

Varied Courses Offered

The adult school presents the following subjects:

Tailoring. This course is taught by a young local tailor and the many ladies who have taken it have turned out hundreds of dollars worth of coats, suits, and dresses.

World's Great Music. This group, studying the subject, is led by a local New York commuter who is an ardent music lover and has an unlimited library. People from all walks of life attend.

Home Decorating. Arranging and decorating the home are studied. The instructor is a specialist from a neighboring community. Activities are carried on at the school and at the homes of members.

Typewriting. A high school teacher teaches typewriting. Housewives as well as young people take the course.

Acting. The Pleasantville Players are sponsored by the adult school. The directors have had experience on the stage. The local Rotary Club manages the business end of the productions and gives the profit to the high school band fund.

Singing. The chorus includes about fifty voices and attracts persons from the entire

area. The director is a local man and the accompanist, a college student from a neighboring community. The group presents one opera a year on two nights. The local Lions Club manages the business end of the production. A sizable part of the profits is given to the high school choral robe fund.

Dancing. The dancing group is led by two local citizens, a printer and an ex-school teacher, both of whom are especially gifted. Both square and ballroom dancing are taught.

Photography. The first class formed the Circle Camera Club at the end of the first year in order to continue operation and hold displays throughout the entire year. The club then sponsored the beginners' group at the adult school and itself held bimonthly meetings while the adult school operated. The clubs are led by local camera enthusiasts.

Sewing. Sewing is directed by two local housewives who were teachers. Sewing projects of all kinds are undertaken.

Basic English-Speech. This course is intended for people who have an accent or for people who want to become citizens. Individual instruction is given. Students include young people who have just come to America from abroad as well as citizens eighty years old. The leader is the remedial director of the local schools.

Sketching. This class is directed by a local professional artist.

Bridge. Contract bridge is taught by a local man, himself a champion in the game. There are beginners' and advanced groups.

Badminton. Badminton is taught by a high school physical education teacher. It is open to couples.

Astronomy. An engineer from a near-by firm teaches astronomy. The offering has attracted many professional people.

Suggestions for next season include courses in buying a house, caring for the

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In the sewing class a member can always be induced to help demonstrate skirt fitting.

When Is Legal Counsel Legal?

E. C. Bolmeier*

Practically every problem with which a city board of education must deal has some legal ramifications. Many of these problems are so important and legally intricate that they require professional legal consideration and counsel.

There is considerable variation in specificity of the laws pertaining to legal counsel for city boards of education. Some statutes or charter provisions are adequately specific in designating legal counsel for the board of education. Other statutory or charter provisions are vague or lacking in this respect. Whether the law is specific or not in designating legal counsel, boards of education are generally permitted and apparently expected to exercise considerable discretion in seeking legal advice. However, when the laws are specific in designating adequate sources of legal counsel, boards of education may be restricted from expending public school funds for legal counsel from other sources.

Different Methods of Designating Counsel

The most common procedure in designating legal counsel for the city school district is for the board of education to appoint someone to act in that capacity. The appointment may be for only a single case or for all cases which may arise within a specified term.

In nearly one half of the cities having a population exceeding 50,000, the board of education is free to make its own selection of legal counsel. Very frequently some member of the board of education is a lawyer and serves in that capacity. For example, the board of education of Pontiac, Mich., had three lawyers in its seven-men membership who were called upon for legal advice. The board, however, was not precluded from employing outside counsel for special cases. A somewhat similar situation exists in Jackson, Miss., where two competent lawyers have served on the five-member board for the past several years. Their professional knowledge has been helpful to the board in the consideration of problems of a legal nature. Nevertheless the board frequently calls upon the state's attorney for an interpretation of some school law. In matters which are of mutual concern to the city and the school district the city attorney is called upon for legal advice. In addition to these sources of legal counsel, independent attorneys have recently been engaged to advise the board in a pending lawsuit.

In a number of cities the chairman of the board of education is a lawyer and represents the board in legal matters. Officials of Kansas City, Mo., report that the position of legal adviser for the board of education seems to be an honorary one, and that only three persons have held the appointment since 1885.

In at least twenty cities, legal counsel representing the county is available without charge to the city schools. Usually, however, these city boards of education may employ other counsel if they deem it desirable to do so. Thus in Tacoma, Wash., and Portland, Ore., it is optional for the board of education to draw upon the services of the county attorney or an employed attorney, or both. Even where the county type of organization exists, as exemplified by West Virginia, the board is not prohibited from employing counsel other than that available from the county prosecuting attorney.

In rare instances a city board of education may appoint an attorney as a member of the central staff, co-ordinate with the position of the superintendent and the business manager. The most notable example of this arrangement has been in the Chicago school system where the attorney "shall have general charge and control subject to the approval of the board, of the law department and the employees therein of the public school system."¹

In a recent bill designed to reorganize the administrative setup of the Chicago schools, an attempt was made to place the law department under the superintendent. This phase of the bill, as well as others, met considerable opposition from union leaders. Consequently the bill as amended and finally passed and officially accepted by the Chicago board of education on December 10, 1947, gives the law department "charge and control, subject to the approval of the board, of the law department and of all litigation, legal questions and such other legal matters as may be referred to the department by the board or by the general superintendent of schools," thus providing both the board and the superintendent with legal service.

Table I indicates the number of cities in which the boards of education are permitted or required to appoint their legal advisers or to accept the legal counsel available to them by city or county officials as provided for in statutory or charter laws.

From the standpoint of city and school relationships, the most significant situations

TABLE I. Frequencies of Different Officials or Bodies From Which Boards of Education in Cities Over 50,000 Population Receive Legal Services

Type or title of legal counsel	Frequency
Attorney appointed by the board	94
City solicitor	28
City attorney	21
County attorney	21
Corporation counsel	18
City director of law	5
City law department	3
State's attorney	1
Total	191

are those in which the city attorney, or some one of similar connection with the city government, acts as legal adviser to the board of education by virtue of his official position with the city. In 76 cities the persons who renders legal service to the city performs similar services for the city school board. The title varies among the different cities, but whether it be the "city attorney," "city solicitor," "corporation counsel," or "director of law" the duties performed in behalf of the board of education are generally similar.

Relation of Size of City and Legal Counsel

There appears to be a positive relation between size of city and the availability of city counsel for the board of education. Over 60 per cent of cities having a population over a half million provide legal service to the city board of education. In each

TABLE II. Number and Per Cent of Cities in Which City Official Acts as Legal Adviser for Schools

Population group	Total number of cities	Cities where city official is legal adviser for schools	
		Number	Per cent
Cities over 500,000	13	8	61.5
200,000-500,000	28	14	50.0
100,000-200,000	52	24	46.2
50,000-100,000	98	30	30.6
All cities over 50,000	191	76	39.8

of the smaller population groups the percentage is considerably less. Cities between 50,000 and 100,000 population show an average of slightly more than 30 per cent.

The number of cities in each population group where a city official serves as legal adviser for the schools is shown in Table II. Even though many legal issues concern school property, the reports received from school officials do not indicate any positive relation between the city holding title to school property and the city attorney acting as ex-officio attorney for the board of education. Neither do cities whose treasurers and auditors hold ex-officio positions

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¹School Laws of Illinois, Circular No. 256, sec. 129.

for school boards necessarily have their attorneys designated as legal advisers for the public schools.

There does, however, appear to be a slight positive correlation between the superimposition of school district boundaries upon those of the municipality and the practice of a city official acting as legal adviser for the city school district. Only 63 per cent of all cities with a population over 50,000 have their boundaries identical with those of the city school district; but of the 76 cities where city officials act as legal advisers for the schools, 74 per cent have coterminous boundaries for municipality and school district.

Source of Authority

The authority of the board of education to employ counsel is generally implied even though not expressly provided for in the laws. Thus, in a Texas case "... the authority on the part of trustees to employ an attorney to institute and prosecute an action in their behalf would exist as a necessary incident of the powers to contract and to sue and to manage and control the affairs and interests of the public school."²

Even though the courts hold that a board has this implied right to employ counsel, the school boards in most cities are governed in this respect by definite laws. Where the city legal officer acts in behalf of the board of education the authorization may usually be found in the city charter if the city operates under one.

In contrast with those cities where no statutory or charter provisions specify who shall act as legal adviser for the public schools, the laws applicable to some cities may be found in both the statutes and charters. For example, the county district attorney is designated as the attorney for school districts in California.³ The charter for the city of Glendale, Calif., also provides that the city attorney "shall give advice or opinion in writing whenever required by ... the board of education. ... He shall be legal adviser of all city officers."⁴ It is further provided in the charter that members of the board of education are "officers of the city." The school officials, however, do not consider this provision as effective and declare that the legal adviser for the city schools is the county district attorney as provided for by the state school code. Similarly, school officials of the city of Sacramento designate the county district attorney as adviser of the city schools, despite the provision of the city charter which specifies that "the city attorney shall be the legal adviser of and attorney and counsel for ... the board of education in all matters relating to their official duties."⁵ School officials of Los An-

geles indicate that the board of education may draw upon the counsel of the county district attorney except when litigation develops between the board of education and the county, in which case the board requests the services of the city attorney.

In city school districts of the state of Ohio, the city solicitor "shall be the legal adviser and attorney for the board of education thereof, and shall perform the same services for such board as herein required of the prosecuting attorney for other boards of education of the county."⁶

Where a city charter does not provide that the solicitor or law director of the municipality shall act as attorney for the board of education of the school district of city and does not contain a provision expressly imposing upon the solicitor the duties imposed by the general laws of the state, it is not the duty of the solicitor to act as attorney for the board of education without compensation. Upon such circumstances the board of education may lawfully employ the solicitor or law director as its attorney and services as such.⁷

The city charter of Grand Rapids, Michigan, specifies that the city attorney shall be the head of the department of law and as such shall be legal adviser for the board of education.⁸ The state law, as applied to the school board, is permissive rather than mandatory: "The city attorney, upon request of the board of education, shall be the legal adviser of said board and represent it in all litigations."⁹ The statute applies only to school districts of the second class, of which there are two, Grand Rapids and Flint. The city attorney of the city of Grand Rapids serves as legal adviser for the school district by permission of the statute and in accordance with the city charter, whereas the legal adviser for the school district of Flint is appointed by the board of education.

Authority to Employ Additional Counsel

School officials in several cities report that even though the legal affairs of the schools are handled by the city attorney or city corporation counsel, additional counsel may be employed if deemed necessary by the board of education. Such is particularly true when interests of the city and the board of education are in opposition.

In rare cases the law specifies that no counsel shall be employed other than that of the city attorney. Thus, in the city of Minneapolis, where the city attorney is ex-officio attorney for the board of education, a section of the city charter provides that the "boards shall in no case employ, retain, or pay any attorney for legal services in their boards or departments, and it is hereby made the duty of said boards and

each of them, when the advice, opinion, or services of an attorney is required, to call upon the city attorney for such advice, opinion, or services, and the same shall be given by him personally or by an assistant by him indicated."¹⁰

Where the city charter specifies that city counsel shall assist the "city officers" in legal affairs, the stipulation does not always apply to the board of education. Thus, the Supreme Court of California held that the San Diego School District has authority to employ private counsel to defend an action brought against it where the city attorney was under no duty to represent it and the district attorney of the county refused to do so notwithstanding the fact that the city charter required the city attorney to assist "city officers."¹¹

In a similar case the courts of New Jersey held that a city board of education is a corporate body and clothed with all the authority thereof, and as such is not a "mere department of the city government" and therefore is not dependent upon the regular city attorney or counsel to act for it in litigation but is at liberty to employ its own counsel.¹²

Judicial opinion usually holds that employment of special counsel by school directors should never be resorted to, except under conditions which are so unusual or exceptional as to require "additional skill and knowledge."¹³ Therefore, when certain duties devolved upon the city treasurer in the collection on unpaid taxes as provided for by a Pennsylvania statute, the employment of an attorney to take the place of the treasurer was not permitted.¹⁴

On the basis of the lack of laws, the vagueness of laws, and the misinterpretation of laws, it may be concluded that the method of engaging legal counsel for many city school systems is illegal or at least extra-legal. In the absence of specific statutory authorization, the practice of city legal officials servicing the public schools when their salaries are paid for out of city funds, is likely illegal. In most instances the illegal practices are not intentionally so; they are more likely due to the failure of city officials and school officials to differentiate between "school affairs" and "city affairs."

It would seem that here is a field for which some study would be desirable. Certainly the laws for providing legal counsel to boards of education should be adequate, specific, and constitutional; otherwise the illegal practices are likely to continue until challenged and brought to the attention of the courts.

²Arrington v. Jones, 191 S.W. 361.

³School Code of California, 1931, sec. 4153.

⁴Charter of the City of Glendale, 1931, art. VIII, sec. 2.

⁵Charter of the City of Sacramento, 1921, sec. 53.

⁶Code of Ohio, 1934, sec. 4761.

⁷1934, O. A. G., No. 2478.

⁸Charter of the City of Grand Rapids.

⁹General School Law of Michigan, 1934, sec. 7255.

¹⁰Charter of the City of Minneapolis, 1926, chap. III, sec. 5.

¹¹Ward v. San Diego School District et al., 203 Cal. 712, 265 P. 821.

¹²Merry v. Board of Education of City of Paterson, 100 N. J. L. 273.

¹³Comph v. Jones, 275 Pa. 298, 119 A. 404.

¹⁴Stone v. School District of City of Carbondale, 306 Pa. 541, 160 A. 221.

What About Administrator Salaries?

Louis A. Bragg*

A great deal has been said about the salaries of teachers the past few years. It is doubtful if teachers are yet paid the salaries they deserve for the importance of the work they do. But where is the administrator in this salary picture?

What's Happened to Administrators' Salaries?

In most communities teachers have received substantial salary increases. It is natural for laymen to assume that administrators have received proportionate increases. Table I shows this is not true. The information taken from National Education Association bulletins¹ shows the increases in salaries of high school teachers, high school principals, and superintendents from 1938 to 1948 in various size cities in the United States. The salaries of high school teachers were used for comparison for the reason that so many single-salary schedules have been adopted the past few years and it was thought that the comparison of the salaries of high school teachers and administrators would be on a fairer basis than if the salaries of all teachers were used.

It can be seen that in cities with a population of 500,000 or more, high school teachers received an average increase of 50.8 per cent,

high school principals received an average increase of 31.9 per cent, and superintendents got a 37.1 per cent increase. In cities with a population between 100,000 and 500,000, the increases for high school teachers amounted to 65.2 per cent, for high school principals 43.2 per cent, and for superintendents 41.9 per cent between the years of 1938 and 1948.

In cities with a population between 30,000 and 100,000, high school teachers received an increase of 50.0 per cent, high school principals 34.8 per cent, and superintendents 43.2 per cent from 1938 to 1948. In cities with 10,000 to 30,000 population, teachers got an average increase of 83.8 per cent, high school principals 44.9 per cent, and superintendents 45.3 per cent.

Communities with a population ranging between 5000 and 10,000 gave their high school teachers an average increase of 87.7 per cent, their high school principals an increase of 62.9 per cent, and their superintendents an increase of 52.5 per cent. High school teachers in communities with a population of between 2500 and 5000 received an average increase of 104.0 per cent, principals 83.1 per cent, and superintendents 57.4 per cent.

High school teachers received by far the largest percentage of increases in all of the different size cities. High school principals received the smallest percentage of salary increases in cities over 500,000 and in cities with a population ranging between 10,000 and 100,

000 population. Superintendents received the smallest percentage of salary increases in cities below 10,000 and in cities of 100,000-500,000 population.

Has Ratio of Administrator-Teacher Salaries Been Affected?

Just what ratio should exist between the salaries of administrators and those of teachers is somewhat of a question. Table II shows the relationships that did exist between 1930 and 1948. The information for this table was taken from the bulletins of the National Education Association.²

This table shows that in cities of 500,000 and over, the ratio of the high school principal's salary to the high school teacher's salary decreased from 1.854 in 1930 to 1.561 in 1948. The ratio of the superintendent's salary to the high school teacher's salary in this size city decreased from 4.933 in 1930 to 3.412 in 1948. In cities where the population ranged between 100,000 and 500,000, the ratios decreased for principals from 1.885 to 1.601 and for superintendents from 3.761 to 2.966 from 1930 to 1948.

In cities with a population between 30,000 and 100,000, the principal's ratio decreased from 2.028 to 1.588, while the superintendent's

²National Education Association, Research Division, "Salaries of City School Employees, 1948-1949," Vol. 27, No. 2, Tables 2-7, pp. 43-52, April, 1949, Washington, D. C.

TABLE I. Median Salaries of School Employees, 1938-1948

Employees by city groups	Salary 1938-39	Salary 1948-49	Increase	Per cent of increase
500,000 up				
H. S. teachers	\$ 3,109	\$ 4,689	\$1,580	50.8
H. S. principals	5,550	7,321	1,771	31.9
Superintendents	11,667	16,000	4,333	37.1
100,000-500,000				
H. S. teachers	2,296	3,793	1,497	65.2
H. S. principals	4,241	6,073	1,832	43.2
Superintendents	7,929	11,250	3,321	41.9
30,000-100,000				
H. S. teachers	2,029	3,444	1,015	50.0
H. S. principals	4,055	5,468	1,413	34.8
Superintendents	6,125	8,772	2,647	43.2
10,000-30,000				
H. S. teachers	1,779	3,269	1,490	83.8
H. S. principals	3,309	4,796	1,487	44.9
Superintendents	4,700	6,830	2,130	45.3
5,000-10,000				
H. S. teachers	1,607	3,017	1,410	87.7
H. S. principals	2,597	4,232	1,635	62.9
Superintendents	3,780	5,763	1,983	52.5
2,500-5,000				
H. S. teachers	1,410	2,877	1,467	104.0
H. S. principals	2,156	3,948	1,792	83.1
Superintendents	3,244	5,106	1,862	57.4

TABLE II. Principals' and Superintendents' Salary Ratios

Median salary in city groups	H. S. teacher salaries	H. S. principal salaries	Ratio of principal to teacher	Superintendents' salary	Ratio of superintendent to teacher
500,000 up					
1930-31	\$3,061	\$5,674	1.854	\$15,100	4.933
1938-39	3,109	5,550	1.785	11,667	3.753
1940-41	3,106	5,412	1.742	13,200	4.266
1946-47	4,047	6,396	1.580	14,333	3.542
1948-49	4,689	7,321	1.561	16,000	3.412
100,000-500,000					
1930-31	2,412	4,547	1.885	9,071	3.761
1938-39	2,296	4,241	1.847	7,929	3.453
1940-41	2,288	4,183	1.828	8,237	3.600
1946-47	2,993	5,049	1.687	9,525	3.182
1948-49	3,793	6,073	1.601	11,250	2.966
30,000-100,000					
1930-31	2,111	4,281	2.028	6,758	3.201
1938-39	2,029	4,055	1.999	6,125	3.019
1940-41	2,039	4,000	1.962	6,116	3.000
1946-47	2,774	4,700	1.694	7,307	2.634
1948-49	3,444	5,468	1.588	8,772	2.547
10,000-30,000					
1930-31	1,876	3,613	1.926	5,149	2.745
1938-39	1,779	3,309	1.860	4,700	2.642
1940-41	1,803	3,303	1.832	4,693	2.603
1946-47	2,595	4,071	1.569	5,856	2.257
1948-49	3,269	4,796	1.467	6,830	2.089
5,000-10,000					
1930-31	1,692	2,825	1.670	4,188	2.475
1938-39	1,607	2,597	1.616	3,780	2.352
1940-41	1,626	2,596	1.597	3,780	2.325
1946-47	2,375	3,496	1.472	4,719	1.987
1948-49	3,017	4,232	1.403	5,763	1.910
2,500-5,000					
1930-31	1,547	2,403	1.553	3,565	2.304
1938-39	1,410	2,156	1.529	3,244	2.301
1940-41	1,428	2,136	1.496	3,219	2.254
1946-47	2,274	3,197	1.406	4,225	1.858
1948-49	2,877	3,948	1.372	5,106	1.775

ratio decreased from 3.201 to 2.547 from 1930 to 1948. High school principals in cities of 10,000 to 30,000 experienced a decrease in the ratio of their salaries to teachers' salaries from 1.926 to 1.467, and superintendents from 2.745 to 2.089 in these same years.

The ratio of superintendents' salaries to high school teachers' salaries decreased from 2.475 to 1.910 in cities with a population range of 5000 to 10,000, while the principals' ratio decreased from 1.670 to 1.403 from 1930 to 1948. In cities with a population ranging between 2500 and 5000 the principals' ratio decreased from 1.553 in 1930 to 1.372 in 1948, and the superintendents' ratio decreased from 2.302 to 1.775 in these same years.

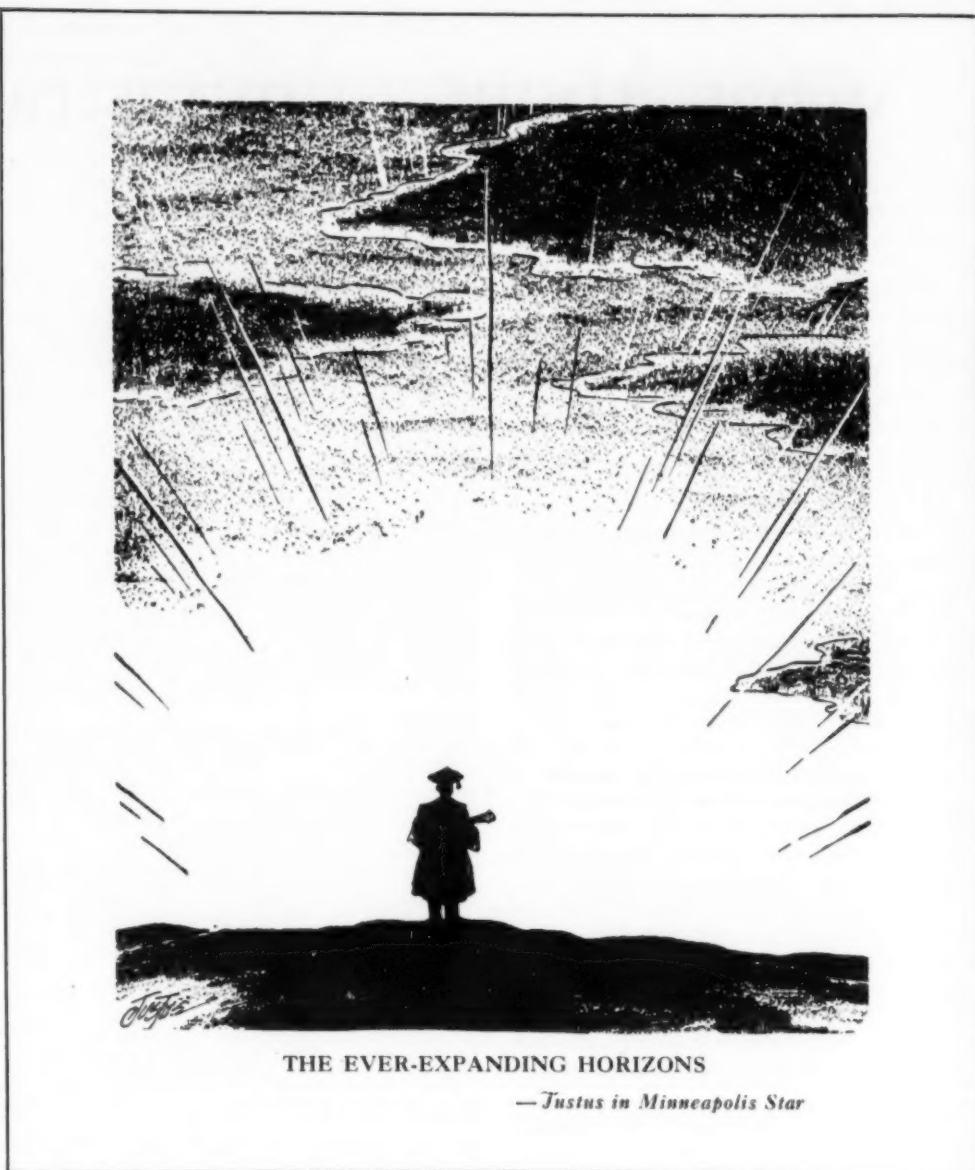
It is clear that superintendents and high school principals have lost ground steadily since 1930 when it comes to viewing their pay in relation to that of high school teachers. This means that these administrators have continuously lost more salary proportionately than high school teachers both in an economy of lowering prices of the 1930's and in an economy of rising prices as experienced since 1940.

If this trend is not halted, what will be the effect on the administrators? One answer seems clear. Fewer capable men and women will enter the field of administration. This downward trend of administrator salaries in comparison to teacher salaries might indicate that the job of administration is not as important in the minds of the public as it was in the 1930's. Most educators are agreed that the administration of a school program is far more difficult today than it was fifteen years ago. If this is so, the trend in salary ratios between administrators and teachers will have to start the other way soon or the United States can expect to find itself with a shortage of capable and well-trained leaders for the public schools.

There are many reasons why teachers have been getting a larger percentage of salary increases than have administrators. In a profession where the pay has been barely enough to eke out a living, it is only natural that those who are getting the least pay will have to get a larger percentage of increase in times of rising prices to meet increased living costs. But this does not explain why administrators began getting less proportionately when prices were falling in the depression years. Perhaps group action would come as near the explanation of the differences in salary increases as anything. In a given school system there are many teachers and few administrators. Therefore, the demand for larger salaries from the larger group is more apt to be heeded. Whatever the cause of the situation, it should be remedied.

What About the Cost of Living?

By way of review, it should be remembered that the increases in the salaries of high school teachers ranged from 50.0 per cent to 104.0 per cent from 1938 to 1948. High school principals' salary increases ranged from 31.9 per cent to 83.1 per cent while superintendents' salary increases ranged from 37.1 per cent to 57.4 per cent of the 1938-39 levels.



THE EVER-EXPANDING HORIZONS

—Justus in Minneapolis Star

On March 15, 1949 the cost of living in the United States stood at 169.5 per cent of its 1939 level. Since school employees must pay federal withholding taxes and they were not subject to this tax in 1939, this should be taken into consideration when computing their cost of living.

It can be seen that none of the school employees in cities over 10,000 had received an increase of as much as 70 per cent of their 1939 salaries by 1948. Teachers had received over 70 per cent increase in their salaries in all cities below 10,000 in population while principals in cities of 2500 to 5000 had received an 83.1 per cent increase. Superintendents' increases ranged well below the 70 per cent mark in all cities.

Several Recommendations

The salaries of teachers and school administrators should be approximately 1.70 of their 1938-39 level, plus the amount they pay in federal withholding taxes. This is necessary if they are to maintain the same standard of living they did in 1938-39. Many people believe that the standard of living of these peo-

ple should be increased and of course this calls for greater expenditures.

Increasing superintendents' and principals' salaries as recommended will get these salaries back into the same relationship to high school teachers' salaries as was the case in 1938-39, but it will not bring them into the same relationship as existed in 1930.

It is the belief of the writer that the administrators' salaries should be increased at once to 1.70 of their 1939 levels, plus the amount withheld for federal income taxes. The salaries of administrators should then be increased as rapidly as feasible until the high school principal's salary is somewhere between 1.553 and 2.028 times the median salary of his high school teachers. The salary of the superintendent should also be increased as rapidly as possible until it is somewhere between 2.304 and 4.993 times as great as the median salary of the high school teachers in his city. Just how large this ratio should be is indicated in Table II. The writer feels that the ratios should be about the same as they were for the superintendents and high school principals in 1930.

Classroom Visitation as a Phase of Supervision *Allen C. Harman**

Classroom visitation for a long time has occupied a significant place among procedures designed to aid in improving instruction. In fact, investigations show that numerous teachers, principals, and others have considered class visits and supervision almost synonymous. Evidence in support of this assertion was expressed by J. M. Hughes,¹ who found that "when teachers are visited by some official in the school for whatever purposes, they feel that they are being supervised. If, on the other hand, they are not visited, regardless of how much help they are receiving in other ways, they are likely to feel that they are receiving no supervision at all."

Closely allied with this point of view is the opinion advanced in studies of the past that a major purpose of classroom visitation is to inspect the work of the teacher. Hughes and Melby² reported this concept in a survey conducted almost two decades ago. Their findings revealed that when teachers were asked to relate what in their judgment was the main purpose for which supervisory officers visited them, the first three of the most frequent statements they made indicated inspection or something related to it. Moreover, the highest ranking item expressed was "to rate the teacher."

Changes in Purposes of Classroom Visits

A review of the more recent literature in the supervisory field discloses changes in the importance ascribed to classroom observation, and also in the major purposes of class visits. There is growing evidence that when supervision is defined as the performance of activities concerned with the improvement of teaching and learning, classroom visitation becomes only one phase of the supervisory process and it is conducted in the light of the objectives it is designed to serve. Instead of placing primary stress upon inspection or teacher rating, closer attention is focused on aims of class visitation related to identifying and solving teacher problems, pupil problems, and questions of the curriculum.

This trend toward conducting classroom visits as an aid in solving problems was noted in an intensive study of supervision in 24 high schools selected on the basis of having significant supervisory programs.³

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¹Hughes, J. M., *The Attitudes and Preferences of Teachers and Administrators for School Supervision*, Northwestern Contributions to Education, School of Education Series, No. 12. Northwestern University, Evanston, Ill., 1939, p. 34.

²Hughes, J. M., and Melby, E. O., *Supervision of Instruction in High School* (Bloomington, Ill.: Public School Publishing Co., 1930).

Careful analysis of the replies submitted by principals and teachers showed that teacher rating still is considered to some degree as a purpose of classroom visitation. Moreover, objectives pertaining to problems of teachers, pupils, and the curriculum received greater attention.

Among specific teacher problems listed by supervisory leaders of the 24 schools were those dealing with personal traits, professional characteristics, and techniques of teaching. The pupil problems mentioned were in large measure related to their capacities, achievements, interests, attitudes, and needs, while curriculum questions involved subject-matter offerings and the development of instructional programs to meet pupil needs.

In most instances these problems were identified co-operatively by supervisory officers, teachers, pupils, and others. Thereupon, programs for the improvement of teaching and learning were developed in the light of existing situations. Throughout the entire process, primary emphasis was directed toward the growth of pupils.

Types of Classroom Visits

Besides the purposes of visitation, the various types of classroom visits must be considered. These may be classified as announced visits, unannounced visits, visitation on call, brief visits or less than one class period, and observations covering an entire class period or longer.

It is significant that the pattern of the visit is determined largely by its purpose. In addition, the training, experience, and personal characteristics of the teacher must be recognized, as well as pupil needs, subject-matter problems, and allied circumstances.

With respect to the announced visit, as the term implies, the teacher is notified some time before the period of the visit. In this way a definite basis for the observation may be stated, thereby opening the way for co-operative effort on the study of problems. Likewise, it will tend to eliminate the elements of surprise or alarm accompanying observations and it will promote a better feeling among teachers. On the other hand, if it is used injudiciously, the announced visit may perpetuate the idea that the supervisory leader is a superior officer who readily knows all the answers and whose chief function is to show the teacher how to conduct his classroom work.

³Harman, Allen C., *Supervision in Selected Secondary Schools*. Published by the author, Willow Grove, Pa., 1947. (Doctoral Dissertation Presented to the Faculty of the Graduate School, University of Pennsylvania, Philadelphia, Pa.)

A consideration of the unannounced visit reveals that it is particularly effective when the supervisor is regarded by teachers, pupils, and others as a co-worker and when attention is directed co-operatively to the study of problems arising in the classrooms or in the total program of the school. It is obvious, also, that this type achieves optimum success when emphasis is placed upon pupil growth and an understanding of them, rather than measuring the teachers' traits or checking up on their work.

The third type—visitation on call—is defined as observation made by supervisory leaders upon the invitation of the teacher. This pattern has the advantage that visits can be made when particularly commendable work is being done or when instructional procedures are carried on where special help is desired. It features the concept of the supervisor as an expert consultant available for assistance in developing special projects, experiments, and creative activities.

While this form of classroom visitation may seem highly desirable, nevertheless numerous limitations are reported. For instance, teachers who most need visitation tend to request aid infrequently. Also, when supervision is "on call," some teachers confine their efforts largely to preparing elaborate exhibitions which are not representative of their daily work. In addition, it is observed that often under this policy insufficient time is devoted to long-term programs of pupil guidance, curriculum development, and other teaching-learning activities as outgrowths of classroom visitation.

Besides visits that are unannounced, announced, or on call, other patterns include observations for a brief time less than a class period or for longer duration, covering an entire period or more at a time. Statements offered by principals indicate that the length of visits is influenced by their purposes and the character of problems pertaining to pupils, teachers, and the curriculum. Their comments relative to prevailing practices are expressed in quotations such as the following: "I strive to visit each class for a few minutes each day and for longer periods at regular intervals. Much can be gained from frequent short visits."

Another supervisory leader remarks: "I aim to visit each teacher for an entire period two or three times a year and many times for a few minutes. Sometimes I am invited; sometimes I just sit down for a few minutes to observe pupils' responses." A third principal expresses a somewhat different practice as follows: "I usually

visit after a teacher comes with a problem. The staff has been here for years and feels free to come. I generally visit a class one day, then follow with a visit to the same class the next day."

Extent to Which Various Types Are Used

A survey of these various types of visits reveals that all have a role in classroom observation and they are used to a greater or lesser degree in accordance with needs and related circumstances.

In a study of supervision in 24 public high schools of the Middle Atlantic States area⁴ for schools with enrollments under 500 pupils, 35.7 per cent of the principals declared that they used announced visits to a great extent, 57.1 per cent gave a similar response for unannounced visits, 28.5 per cent for visitation on call, 42.8 per cent for brief visits of less than a period, and 50.1 per cent for visits of an entire period.

Representing schools with enrollments between 500 and 1000 students, the comments of principals on types of visits used to a great extent were as follows: announced, 25.0 per cent; unannounced, 62.5 per cent; on call, no response; brief visits, 87.5 per cent; entire period, 25.0 per cent.

Other data relative to their use are contained in the following table:

TYPES OF CLASSROOM VISITS

Reports of Principals

Per cent of principals in schools under 500 stating type was used to: Per cent of principals in schools over 500 stating type was used to:

Types of visits	Under 500			Over 500		
	A great extent	Some extent	Very little extent	A great extent	Some extent	Very little extent
Announced	35.7	21.4	42.9	25.0	37.5	37.5
Unannounced	57.1	21.5	21.4	62.5	12.5	25.0
On call	28.5	57.2	14.3		37.5	62.5
Brief	42.8	50.1	7.1	87.5	12.5	
Entire period	50.1	21.4	28.5	25.0	37.5	37.5

(In the smaller schools, 35.7 per cent of the principals stated that announced visits were used "to a great extent"; 21.4 per cent replied, "to some extent"; 42.9 per cent, "to a very little extent." In schools with enrollments over 500 pupils, 25.0 per cent of the principals declared that announced visits were used "to a great extent"; 37.5 per cent reported, "to some extent"; 37.5 per cent, "to a very little extent."

Planning for Classroom Visitation

The problem of types of visits is closely connected with that of planning for visitation. In light of the multiplicity of demands confronting the busy supervisory leader, it becomes an easy matter to postpone classroom observations and thereby fail to render optimum service in this phase of supervision. For that reason, principals in

various schools where successful programs are in operation, assert that they budget their time regularly, making definite provisions for class visits. Reports indicate that these plans generally are outlined for a week or longer in advance and that they are flexible. While they may be changed from day to day, nevertheless they give direction, and supervisory leaders find it possible to render more specific and widespread assistance.

The scheduling process, moreover, enables the supervisor to study more carefully the needs of the various pupil groups and staff members, and plan his visits accordingly. For example, beginning teachers may profit more from class visits, particularly at the start of a school year, than their more experienced colleagues. In the same manner, teachers with previous experience who are new in the school may need more supervisory assistance. Likewise by judicious planning, special aid can be given to teachers and pupil groups having unusual difficulties, to those who are conducting experimental programs, and to instructors and students engaged in creative activities. Provision also may be made more readily for conferences with individuals and groups, before classroom observations and after the visits have taken place.

Records of Classroom Visits

Wide variation exists in the keeping of records of classroom visits. Some school principals and other supervisory officers declare that they do not keep visitation records as a general rule unless special notes are deemed necessary for subsequent conference with the individual concerned or for future planning. Other leaders relate that following each visit to a teacher's classroom, they prepare a written report in triplicate, giving a copy to the teacher concerned, submitting one to the school superintendent, and filing a third for use in conferences and other reference.

In the study of supervision in 24 selected secondary schools,⁵ a majority of the principals who were interviewed stated that they wrote brief notes following visits to teachers' classes. Generally these summaries were recorded on forms developed within their own schools. Moreover, information contained in the reports included particulars such as date of the visit, length of observation, group of pupils, room conditions, and comments pertaining to the work observed.

Several brief forms were recommended as having special merit. For example, a supervisory report blank submitted by one of the principals listed the following items: date, hour, subject taught, grade, building, teacher, room conditions, pupils' attitudes, observation of work and methods, suggestions, and signature of principal. A second appraisal sheet was somewhat shorter in form. It mentioned the following: name of

teacher, date, subject, grade, time, number of pupils in attendance, commendable features of class meeting, features needing attention, and general comments. Largely similar in character was a third form which provided for name of school, teacher, class, subject, time, date, room conditions, pupil attitudes, procedures (objectives, type of lesson, assignment, directed study, etc.), suggestions, conference notes, general rating (superior, excellent, good, fair, poor), and signature of supervisory leader.

In most instances the data were filed in a folder kept for each teacher and they were used for conferences, as a basis for later visits, and for possible use in planning future supervisory activities.

It was noted, also, that some reports examined in the 24 schools were more detailed than others, depending upon problems and needs of teachers and pupils. One principal indicated that formerly he had kept comprehensive records but within recent years his reports were confined almost entirely to dates of the visits, dates of subsequent conferences, and high lights of discussions. Moreover, in several schools written reports were given to teachers mainly when questions arose whether their work was satisfactory.

Commenting further regarding the records of visitation, one of the principals related that, in addition to an individual-teacher form which includes the date of the visit, length, grade, name of teacher, and remarks, he found it of practical value to keep a summary sheet containing the names of his teachers, dates when they were visited, and brief remarks for further consideration.

Summary

In reviewing the role of classroom visitation in the supervisory process, one notes that frequently in the past, class observation and supervision were considered almost synonymous, while emphasis was placed primarily upon inspection and teacher rating. Within recent years purposes of the visits have tended more and more toward minimizing the teacher-appraisal element and stressing the co-operative study of problems pertaining to the curriculum, pupils, teachers, and related activities.

Moreover, various types of visitation, including those which are announced, unannounced, on-call, brief, and of longer duration, are utilized as needs occur and as a means of serving specific objectives growing out of group discussion and individual conference.

Of particular importance to supervisory leaders, also, is the necessity of planning carefully for classroom visitation. Rather specific outlines should be designed for at least a week in advance while general plans must be made for longer periods. These need to be flexible and effort should be exerted to carry them out in a practical manner.

(Concluded on page 78)

⁴Ibid., pp. 40-41.

⁵Ibid., p. 42.



The new Quaker Ridge Elementary School, Scarsdale, New York, is a one-story building on a site of 15 acres. The exterior is done in colonial red brick, and the roof is slate. — Howard S. Patterson, Architect, and Francis Keally, Associate, New York, New York. Dr. N. L. Engelhardt, Educational Consultant.

Community Needs Served by New Suburban School

Features Include Large Classrooms With Work Centers, Auditorium-Gymnasium, and General-Purpose Room

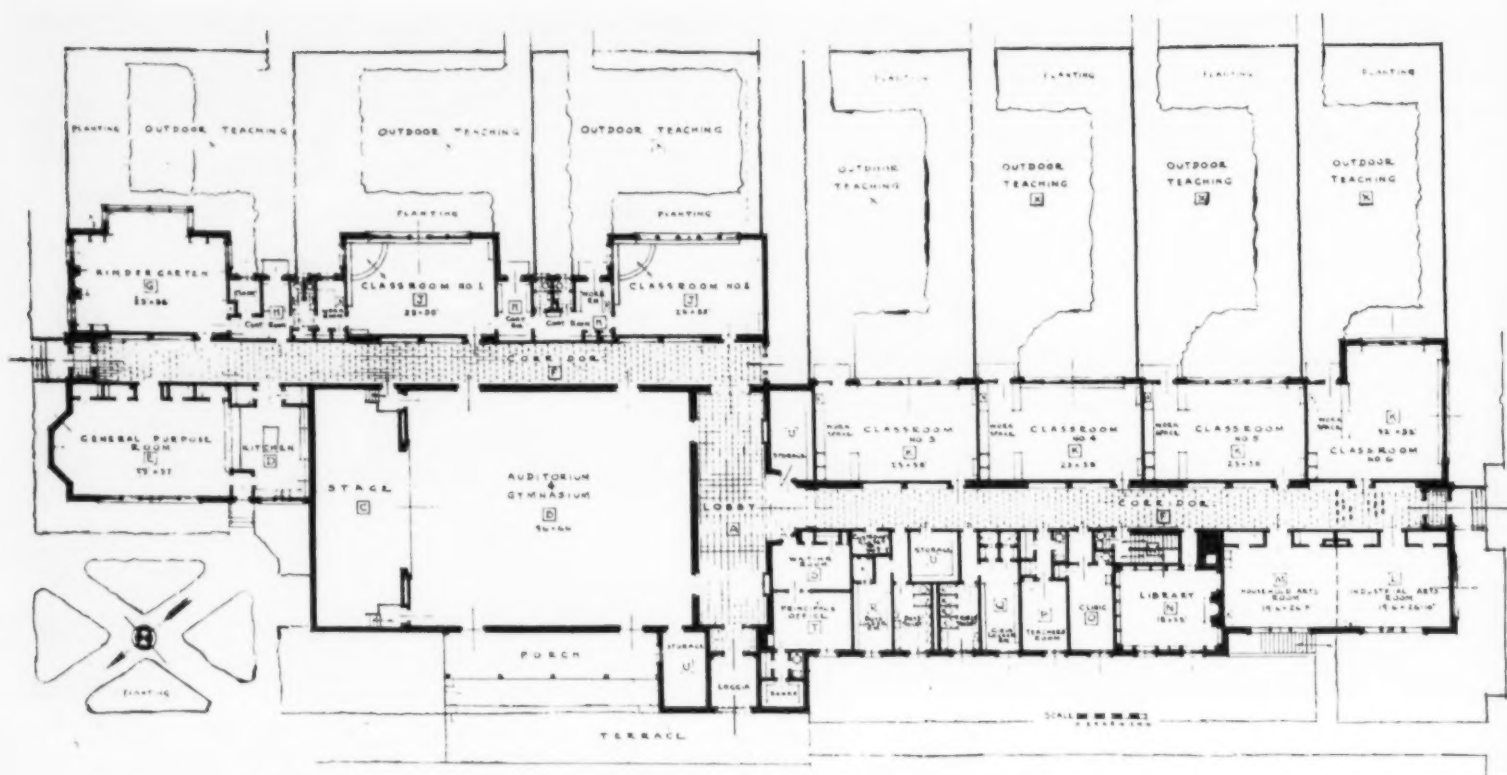
The new Quaker Ridge school, located in a rapidly growing section of Scarsdale, N. Y., is designed both to meet the problems of increasing elementary school enrollments and to provide adequate facilities for the adult community. Howard S. Patterson, with his associate Francis Keally, was architect of the school, and Dr. N. L. Engelhardt of Engelhardt, Engelhardt and Leggett, was educational consultant.

Outstanding features of the new school building include a general-purpose room for both school and community use; an auditorium-gymnasium accommodating a regulation-size elementary school basketball court; large, light, and airy classrooms, with work centers in each; exceptionally large display facilities in the tiled corridor running the length of the building; and outdoor teaching areas adjacent to classrooms.

The school is a one-story structure of fire-resistive construction, 325 feet long. The exterior is faced with sand-finished colonial red brick, with white marble sills and entrance archway and white-painted woodwork. It is located at the rear of a 15-acre plot and is so placed that all classrooms have southeast exposure, considered best in the New York



The kindergarten has tot-sized movable furniture, radiant-heated floor inlaid with game patterns, and a fireplace with clay tiles depicting bits of Americana.



Floor Plan, Quaker Ridge Elementary School, Scarsdale, New York.—Howard S. Patterson, Architect, and Francis Keally, Associate, New York, New York. Dr. N. L. Engelhardt, Educational Consultant.

climate for maximum natural light. Construction is such that the building can be expanded at either end, when the occasion arises.

The school itself has six classrooms, a kindergarten, library, industrial-arts shop, home-economics room, general-purpose room, kitchen, and combination auditorium-gymnasium. Administrative and service facilities include the principal's office, teachers' room, clinic, and toilet and locker rooms. Storage is provided in the classrooms and in general spaces and large supply rooms.

The kindergarten, 36 by 23 feet, has an informality exactly suited to the needs of small children. The terrazzo floor is inlaid with game patterns and has radiant heating, so that youngsters may sit comfortably on it. A fireplace with a facing of clay tiles which depict historical scenes is placed against one wall, and a second wall has a large bay window, around which a low comfortable seat extends. Ample cupboards and closets for storage are provided.

Classrooms 1 and 2 are designed for the primary grades. Each

has a semicircular removable stage for special activities, and each also boasts a separate activity space. Supervised through large windows, these spaces are equipped with sinks, tables, and storage bins for clay. The rooms also have individual cubicles, adequate storage cabinets, and display boards. Individual coat rooms and toilets are provided for the primary grades and kindergarten, the coat rooms serving as passages between the various rooms.

The four classrooms for upper grades are 38 by 23 feet. Each is equipped at one end with a special activity or work space with stainless steel sinks, tables, and storage bins. Cabinets are used to screen this area from the classroom proper, and these are movable so that their position can be changed at any time.

All classrooms are fitted with green glass chalkboards, reversible cork and bulletin boards, and such standard equipment as map holders, bookcases, and magazine racks. Artificial lighting is by means of flush strip fluorescent fixtures with diffusing lenses. Colors are varied from room to room and all walls have high reflection value. Bleached-oak furniture and trims are used in practically all spaces.

Both the display and storage spaces of the individual classrooms are augmented by using the 300-foot corridor for these purposes. The corridor has a 6½ foot wainscot of clay tile, selected because it gives a permanent, hard surface, washable finish. The tile is a deep glowing green, pleasing and restful to the eye. In one section of the corridor, large display boards are built into the tile wainscot, and a small cork strip has been run above it. Posters and other schoolwork can be lightly tacked to the strip, the green of the tile serving as a color foil for such work.



The corridor is finished in light washable, durable clay tile. The six-foot-six wainscot can be washed quickly to remove pencil marks and smudges left by small grimy hands. A cork strip above the tile is used for mounting children's work.

In another section of the tile wainscot, lockers for pupils in the upper grades are set flush in the wall and finished in a deep green to complement the tile. The lockers are mechanically ventilated so that odors will not accumulate under ordinary conditions and the drying out of wet clothes will be speeded.

The general-purpose room, at the far end of the corridor, serves as the lunchroom and as space for community activities. An overhead steel sliding partition is used to close off the kitchen whenever occasion demands. The room is equipped with blackout shades for motion picture exhibits and has ample storage closets for materials needed by various groups.

The general-purpose room is used for recreation needs before and after the lunch hour, and in the evening for community group activities. Music and art instruction can be given there, and Boy and Girl Scout troops and the Parent-Teacher Association can assemble there. The room may be used for serving refreshments, in connection with community gatherings in other parts of the building.

Also for community use is the auditorium-gymnasium. It is designed for a full size elementary school basketball court, and will seat up to 400 people as a place of assembly. Chair storage is provided beneath the completely equipped stage. The stage is 25 feet deep by 50 feet wide and will easily accommodate 50 people at once.

The home-economics and industrial-arts



General purpose room in the Quaker Ridge school is kept busy throughout the day and often in the evening. Here it is set up for lunch time, but it is used also for music, art instruction, and small meetings. Boy and Girl Scout troops and the Parent-Teacher Association gather here evenings, and the room can be used for preparing refreshments for community gatherings in other parts of the building.

rooms are arranged to permit separate or combined use; a roll-up partition is employed to divide them. A completely modern electric

kitchen and laundry are included in the home-economics room, and the industrial-arts room



The upper classrooms in the Quaker Ridge school are equipped with a work center with stainless steel sinks, tables, and storage bins. The cupboards shown screening the work area in this photograph are portable so that they can be changed in position or removed if desired.

is equipped with modern benches and tools, work sink, and large storage closets.

Special small scale toilet fixtures are used for the washrooms opening off the kindergarten and the primary classrooms. The boys' and girls' toilets and locker rooms are finished in clay tile for sanitary reasons and ease of cleaning. In both toilets, the tile wainscot carries an embossed sign saying, "Your good health requires that you wash your hands before leaving this room."

An unusual feature of the new Quaker Ridge school is its outdoor teaching yards. While

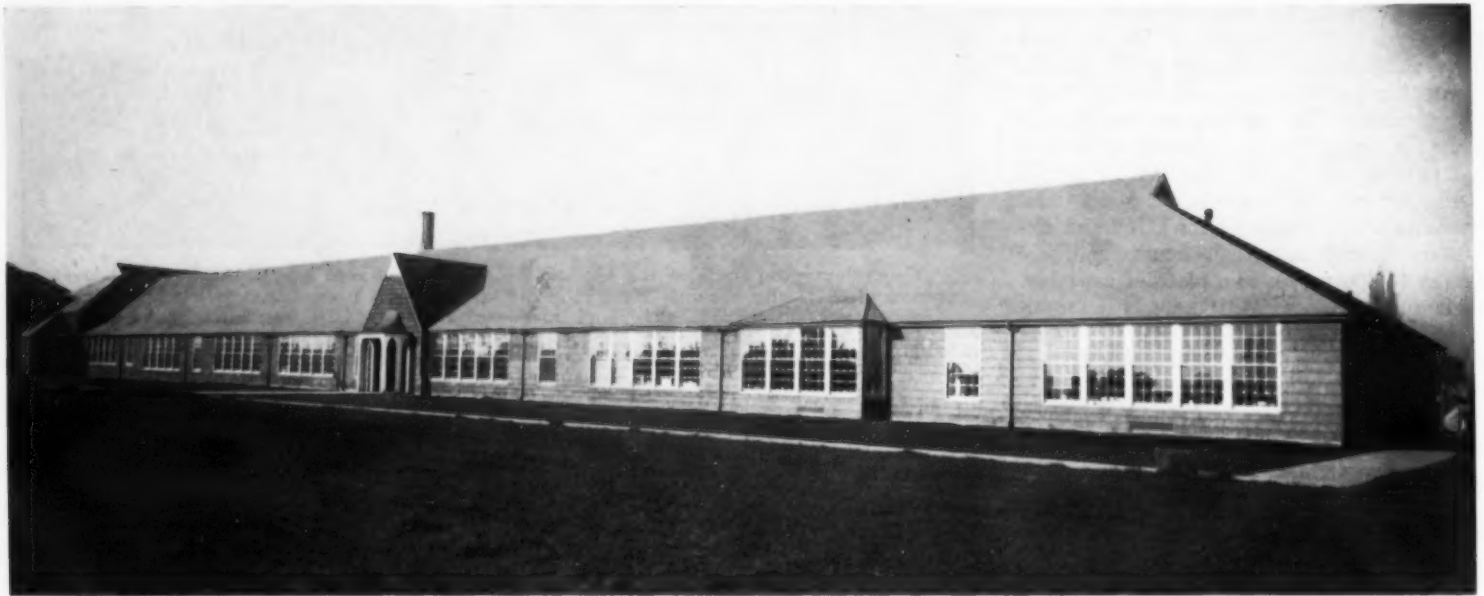
teaching yards have been used in warmer climates, this is believed to be their first trial in the North. It is estimated that they can be used up to 50 per cent of the school year. Each classroom has its individual yard, entered directly from the room. The yards have planting beds and for privacy are separated by fences and hedges.

All classrooms, the auditorium, and other principal rooms have loud-speakers through which broadcasts of radio programs, recorded music, and announcements can be made. The central radio and broadcasting equipment is

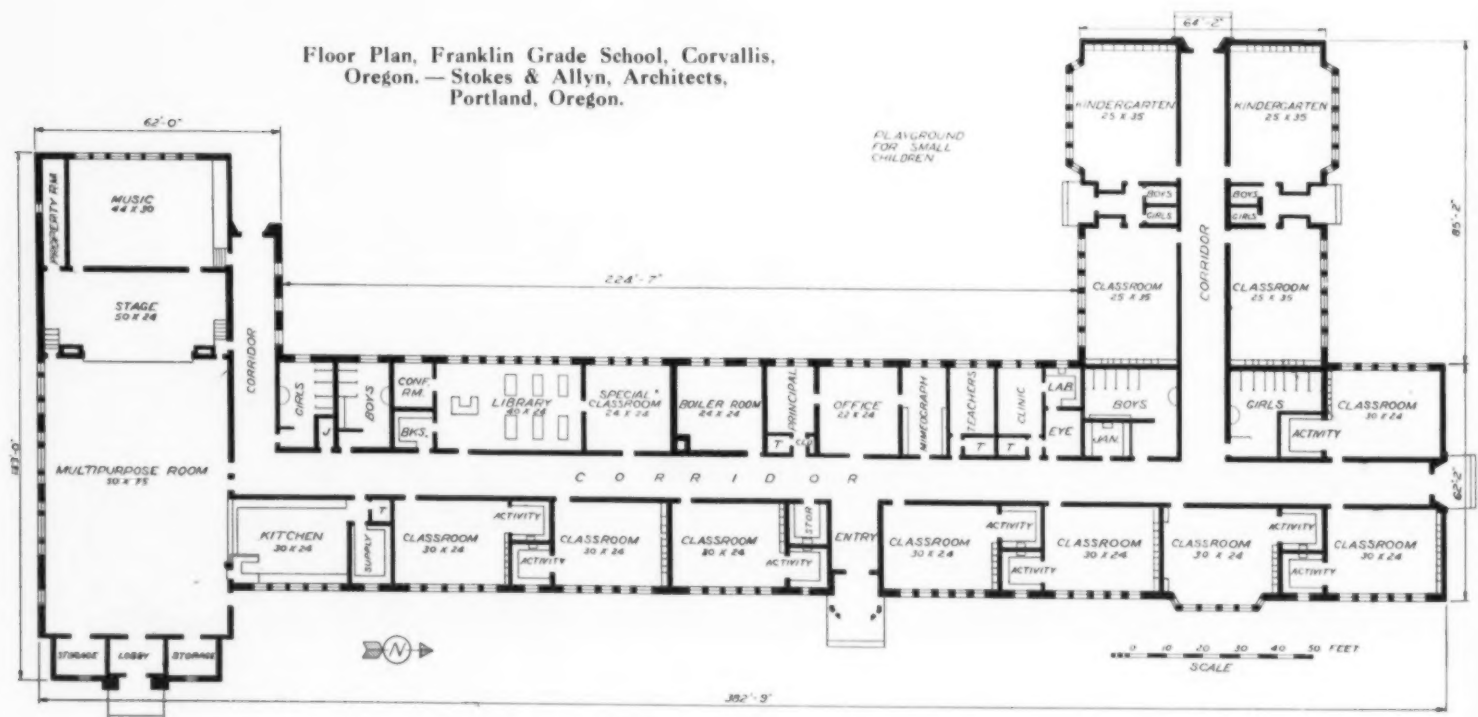
located in the waiting room next to the principal's office.

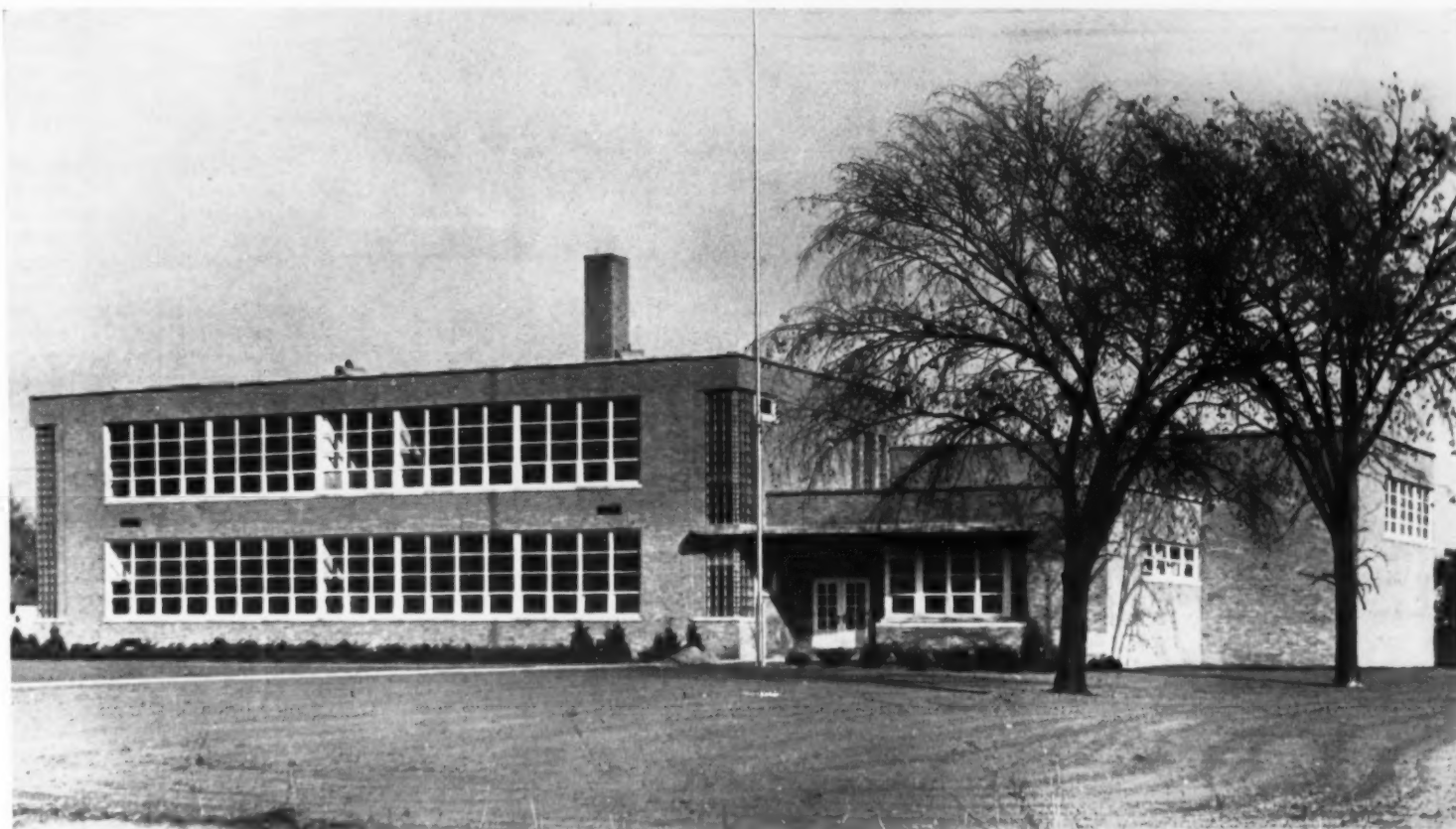
The Quaker Ridge school is heated by steam, furnished by two oil-fired boilers. Radiators are convection type. Three central units for mechanical ventilation furnish 15 c. f. m. per pupil of fresh filtered and humidified air.

Construction was started in May, 1946, and completed in October, 1947. The final cost was \$450,000. The cubic content is 600,000 feet, making the cost 75 cents per foot. The school has a capacity of 245 pupils, and the cost per pupil is \$1,836.



The Franklin Grade School, Corvallis, Oregon, is of the conventional type with a high gabled roof. — Stokes & Allyn, Architects, Portland, Oregon.





The Territorial School, Lakeview Consolidated School District, near Battle Creek, Michigan.—Guido A. Binda, Architect, Battle Creek, Michigan.

A Territorial Elementary School

Designed by Guido A. Binda, A.I.A., Battle Creek, Mich.

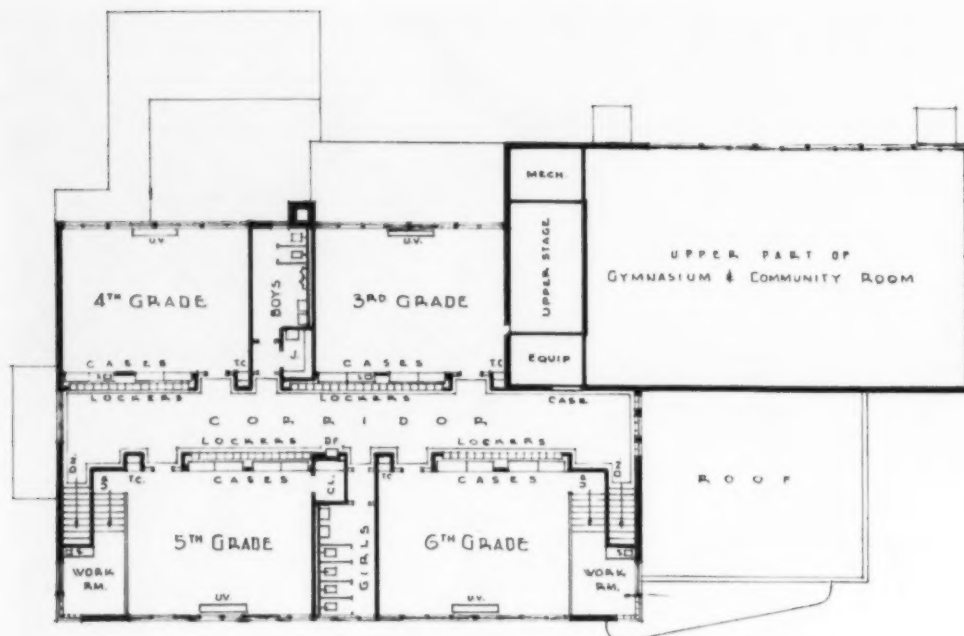
An interesting example of a six-year elementary and kindergarten school, planned to serve the children in a residential suburb and to afford opportunities for adult community activities, is the new Territorial School at Lakeview, just outside Battle Creek, Mich. In the planning especial attention has been given to serve the instructional program and to provide physically attractive, safe, and hygienic conditions of lighting, heating, ventilation, and sanitation.

The building occupies a 24-acre rectangular plot of rolling ground near the center of the area it serves. The adjoining streets are bounded by residences on the long sides of the rectangle and carry no through traffic. The location of the building allows for a broad lawn to the west, for parking at the northeast, and for a large playground to be developed at the south and east ends of the site.

The building consists of eight instructional rooms—six grade rooms, a kindergarten, an industrial-arts room—a combination gymnasium-auditorium, a principal's office, toilets, and teachers' rooms. The basement has been limited to a large storage room. The coal bunker and boiler room are entirely outside the main walls of the building.



A typical classroom looking toward the window side.



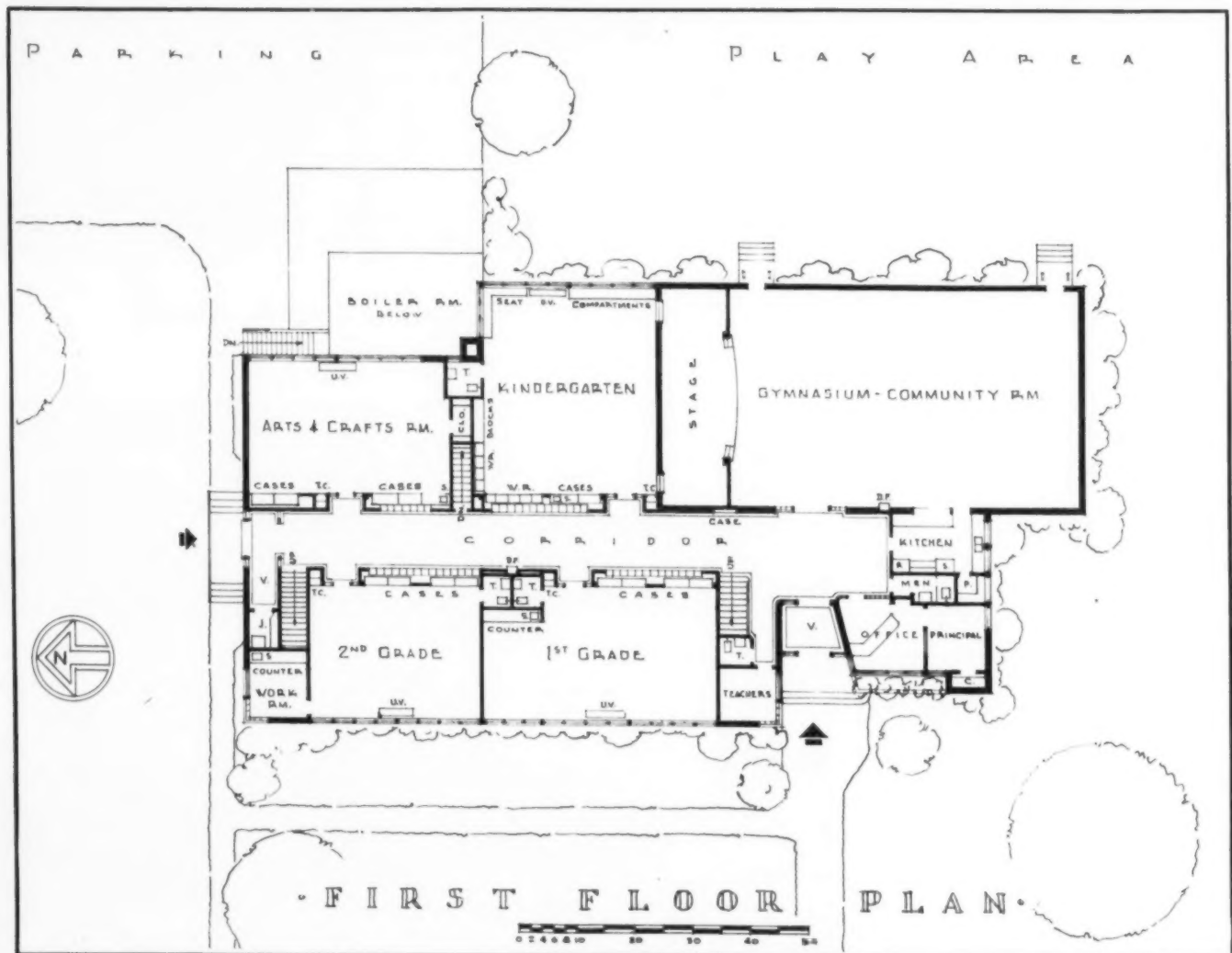
Second Floor Plan, Territorial School, Lakeview Consolidated School District, Battle Creek, Michigan.

The design throughout the building is conservatively modern and entirely functional. The exterior is a reddish yellow brick, with a continuous row of windows in the classrooms and glass-brick walls for the stairwells and workrooms.

The construction and finish have been designed for maximum safety and economy in upkeep. The floors and roof are carried on steel joists and concrete slabs, supported by fireproofed steel beams and columns. Except for the gymnasium, the first floor has been placed 36 inches above the ground, and the area underneath is heated sufficiently to prevent cold floors. Footings and basement walls are concrete; exterior walls are brick, backed with concrete blocks and structural tile. The roof is poured gypsum on gypsum formboards, covered with felt and slag roofing. All ceilings are fireproof acoustic-tile on sheetrock. The windows have projected wood frames and sash, with quarry-tile sills.

The Classrooms

The classrooms vary in size according to grade, from 22 by 40 feet to 22 by 30 feet. The rooms are all finished with plaster walls, light colored asphalt-tile floors, white painted



The Territorial School, Lakeview Consolidated School District, near Battle Creek, Michigan.—Guido A. Binda, Architect, Battle Creek, Michigan.



A second floor classroom looking toward the balcony work area.

acoustic-tile ceilings, green sterling chalkboard, light brown corkboard.

Each classroom is provided with a complete row of cases along the corridor wall. These consist of a teacher's wardrobe case, a display case with adjustable glass shelves, a magazine case for magazine and book display, a book-case, and a storage case for paper, etc. The bottom section of these cases consist of drawers and storage shelves.

All trim is red oak with a special blond finish. Each room contains also a linoleum topped wall counter, with a sink. The two west classrooms on the second floor have balcony work areas for artwork and special activities. The space utilizes the area above the main stairways.

The kindergarten is a self-contained unit, with a linoleum floor marked for games, with locker robes, wall cases, under-window seats with storage compartments, and cases for holding the children's rest carpets.

Lighting and Ventilation

Lightsaving has been a prime consideration in the planning of the building with emphasis on natural light and careful attention to artificial light for dark days. Each classroom, except the kindergarten, contains one continuous row of four-tube fluorescent fixtures along the corridor wall and three or four fixtures along the window wall, depending upon the size of the room. This arrangement of fixtures, together with the windows extending from wall to wall has been found very successful. Careful study and maintenance of records has shown that during 75 per cent of the past winter days, a 45 foot-candle illumination was maintained at the corridor wall without lights. With the continuous row of light, 96 per cent of the days maintained better than 60 foot-candles throughout the rooms. Only on 4 per

cent of the school days were all room lights necessary to maintain a 45 or better foot-candle illumination at the student desk height throughout the room.

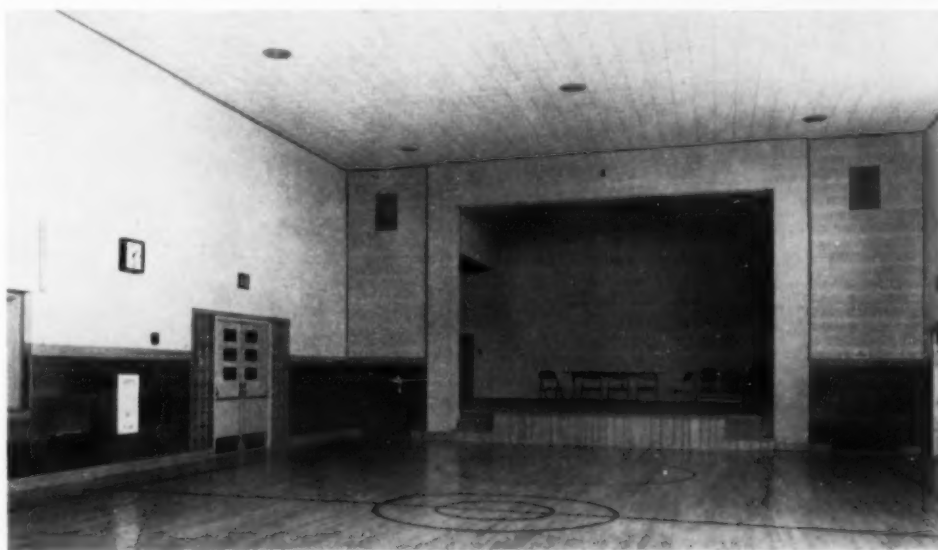
The classrooms are equipped with unit ventilators and convectors, thermostatically controlled. Individual ducts from all rooms exhaust the air to the roof ventilators which have motorized dampers, controlled from the boiler room. The dampers are opened before classes are begun in the morning and closed again in the late afternoon.

The problem of toilet rooms has been solved according to the grade and age of the children. On the first floor individual toilets with junior

seats and washbowls have been provided in the respective rooms. On the second floor separate group toilets for boys and girls have been considered advisable. In the individual toilets, floors and walls are of ceramic tile; in the group toilets, floors are of terrazzo; wainscots are ceramic tile; trim and walls are enamel finish. Positive mechanical ventilation is provided.

Corridors and Stairs

The problem of storing children's clothing has been solved by the use of corridor lockers. The adjoining wainscot is of the linoleum type, 6 feet high, and carried up the staircases.



The auditorium-gymnasium has been planned for the greatest variety of uses. It is alternately a cafeteria, a community assembly room, a playroom, and a room for simple dramatics.



The kindergarten has window seats, ample storage for play things, etc.



The corridors are straight and clear of obstructions with acoustic ceilings and rubber tile floors.

Walls are plastered and ceilings are furred down to 10 feet and finished with white acoustic-tile.

The wall-breaks through the corridors are formed to 5-in. radii. Classroom doors are framed with glass block sidelights and painted on the corridor side in vivid colors, for identification and cheerfulness.

The Interior Painting

All plastered walls throughout the building are painted, using two colors in each room. Rooms having west exposure are painted tones of green, aqua, or blue, producing a cool room by offsetting the excess sunlight. Rooms with east exposure have been given emotional

warmth by using ivory, beige, cream, and peach. All sash are painted bluish-green. All colors are slightly grayed so as not to be too aggressive. Throughout, the window wall and back of the room are one color, and the corridor and front wall a complementary color. This produces a clean, fresh, welcoming room in keeping with its youthful inhabitants. All wood trim throughout the building, including cases, is red oak, with a blond finish, giving the rooms additional light.

The auditorium has an acoustic ceiling, with flush lighting fixtures, painted cinder-block walls, cork panel wainscoting, maple strip flooring. The room measures 40 by 60 feet and the stage, which allows for storage of seating

underneath, is 14 by 40 feet large. The adjoining kitchen has an electric range, a large double sink, a serving table, and storage space.

The building for which contracts were let in 1947, cost \$226,416, including architects' fees and permanent equipment. The cost per cubic foot was 89.25 cents. Guido A. Binda, A.I.A., Battle Creek, provided full architectural and engineering service.

SCHOOL BUILDING NEWS

► The board of education of Fargo, N. Dak., has sold \$1,090,000 worth of 20-year school bonds, at an average 2.13 per cent annual interest. The proceeds of the bonds will be used for school construction purposes.

► Los Alamos, N. Mex. The school board has called for bids on a new grade school, to cost approximately \$600,000.

► Sac City, Iowa. The voters have approved a school-bond issue of \$220,000 for financing school building improvements.

► Paradise Valley, Nev. The school board has approved plans for the new elementary school, to cost approximately \$100,000. Miller, Haynes, Smith & Co., Henderson, are the architects.

► Gonzales, Tex. The voters have approved a school-bond issue of \$325,000 for the construction of new elementary schools.

► Edinburg, Tex. The school board has sold a bond issue of \$600,000, the proceeds to be used for several new school buildings.

► Vidor, Tex. The school board has sold a bond issue for a new elementary school, to cost about \$110,000.

► Austin, Tex. The school board has approved plans for the new Tarrytown School, to cost \$700,000. The architects are Page, Sutherland, and Page.

► Watertown, Wis. The school board has revised its insurance program for 1949, calling for \$739,000 for buildings and \$71,200 for contents. The insurance on the high school building and contents of buildings is on the basis of 80 per cent coinsurance, while the other two buildings are on the basis of 90 per cent coinsurance. Of the total, \$683,500 has been distributed in five master policies to five local insurance agencies, and \$126,700 to three mutual insurance companies.

► The Salem, Ore., board of education has sold \$1,500,000 worth of school bonds to the First National Bank, for a combination of 2 to 4 per cent coupons, at a premium of \$6,310.50, or an effective interest rate of 2.0865 per cent.



A typical classroom looking toward the corridor wall and showing the generous arrangement of bookcases, storage cabinets, drawers, and display boards. The door, at left, has a metal kick plate and glass block panels at the sides.

Pittsfield Plans a School Building Program

N. L. Engelhardt, Jr.¹

Pittsfield, Mass., is a city of 50,000 people situated in the heart of the beautiful Berkshire Mountains. Although primarily a manufacturing community, it has suburban neighborhoods, farms, mountain parks, lakes, and wooded areas within its boundaries. Few cities can boast of such wide variations in environment and few can offer so much in the way of a good life to its residents.

Increase in Births

Like other communities throughout the nation, Pittsfield has had a tremendous increase in births during the past eight years as shown below.

NUMBER OF RESIDENT BIRTHS IN PITTSFIELD, MASS., 1940 THROUGH 1947

Year	No. of births
1940	796
1941	905
1942	1031
1943	1042
1944	891
1945	867
1946	1182
1947	1341

The effect of this increase on school enrollment is already being felt in the primary grades as shown in the accompanying graph. However, the rise in enrollments has only begun and during the next few years the problem of housing school children will become increasingly acute.

Scattered Population

Pittsfield's problem is made more difficult than many cities because of the fact that a large part of the district is rural in character. The map showing the home location of each child born during 1947 indicates how the population is scattered rather thinly in many areas. Here the decision must be made between extensive pupil transportation to large schools in the heart of the city or the establishment of relatively small neighborhood schools.

Obsolete Schools

Being one of the oldest areas in the country, it is to be expected that the New England school buildings have, by and large, served their communities longer than in other sections. Pittsfield's school buildings are older than the average for other cities. Although age in itself is not necessarily an indication of deterioration, because of changing educational needs it does reflect obsolescence. As has been indicated in the reports on individual schools, some of the buildings are unsafe or insanitary and many are inadequate in terms of educational needs today.

One half of all the school buildings now in use were built in the nineteenth century. Of the 257 home rooms in all schools, 88 are more

¹Educational Consultant, Riverdale, New York, N. Y.



The Pittsfield High School is a monumental building which will require minor alterations to fit it perfectly to the educational program.

than 50 years old and they house 2572 pupils, primarily in elementary schools.

In comparison with other cities, Pittsfield has a larger number of old buildings. The accompanying table compares the ages of the schools in Pittsfield with those for 109 cities in New England and 1523 cities in the United States.

COMPARISON OF THE AGES OF PITTSFIELD'S SCHOOL BUILDINGS WITH THOSE OF CITIES IN NEW ENGLAND AND THE UNITED STATES, 1948

Period of construction	Percentage of buildings built during period		
	Pittsfield	109 cities* in New England	1523 cities* in United States
Before 1870	14%	7%	2%
1870-1899	38	35	20
1900-1929	43	46	57
1930-1939	5	10	16
1940 and since	0	2	5

*From Research Division, National Education Association.

An interesting point to be gleaned from the table is that Pittsfield built 48 per cent of its schools since 1900 while other cities in New England were constructing 58 per cent and cities throughout the country were building 78



The Pecks School which is to be abandoned.

per cent of their schools. Thus, Pittsfield's school plant is, by comparison, quite obsolete. Many buildings have been retained in use too long a period of time to the detriment of the educational program and the children. This fact has added to the burden which Pittsfield must face in view of the increasing number of children being born.

A School Building Survey

To assist in planning to meet its educational needs and to give Pittsfield a long-range guide to its building program, the city council approved an extensive school survey.² This survey, which was published by the commercial department of the Pittsfield High School, encompassed the following elements:

- Analysis of Population
 - General population trends
 - Composition of population
 - Character of the city
 - The trend in births
 - Births in various areas of the city
 - New housing developments
- Analysis of School Population
 - Trend in enrollments
 - Method of estimating school enrollments
 - Relation of numbers of births to enrollments
 - Age-grade relationship
 - Holding power of secondary schools
 - Effect of enrollments in private and parochial schools
 - Enrollments by districts
 - Estimated elementary enrollments
 - Estimated junior high school enrollments
 - Estimated senior high school enrollments
- Status of Existing School Buildings
 - A study of each of the 22 existing buildings
- Analysis of Existing School Plant
 - School organization
 - Age of buildings

²Made by Engelhardt, Engelhardt, and Leggett, Educational Consultants, Riverdale, New York City. This survey was presented in full in a 16-page tabloid supplement of the Berkshire County Eagle.



A typical map prepared for the Pittsfield school building survey shows the home location of children born in 1947. Similar maps show the enrollment in the elementary and high schools, etc.

Capacity of buildings
Overcrowding
Utilization of elementary school facilities
Utilization of the senior high school
Sites and play areas of existing schools
Co-ordination with park and recreation department
Needs which are common among many schools
Proposed School Building Program
Proposed program
The immediate problem in the elementary schools
The immediate problem in the junior high schools
The immediate problem of the senior high school
Priority "A" program to be completed by 1952
Priority "B" program to be completed by 1955
Priority "C" program to be completed by 1958
Summary of building proposals
Rehabilitation
Sites
The senior high school and vocational program
Facilities for administration
Cost of the proposed program

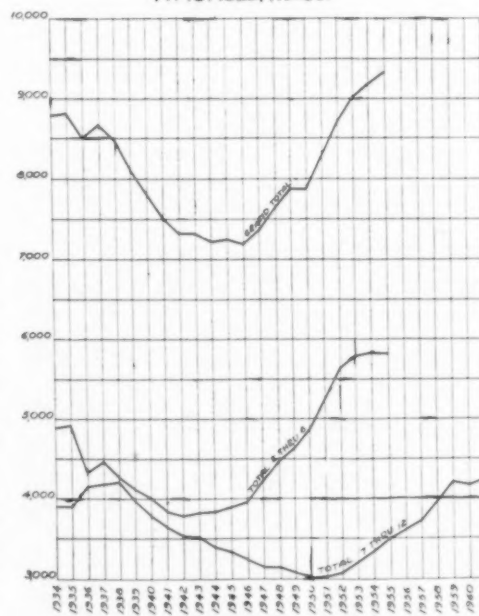
Results of the Survey

The proposed program has been established on the basis of priorities in order that the city may, over a period of years, move toward the creation of a satisfactory school system within the limits of its ability to do so financially. The program is not an ideal solution in any sense of the word. Such a solution would be financially prohibitive especially in view of the obsolescence of so large a part of the existing plant. However, the pressure of increasing enrollment is now facing the city and must be met quickly. School buildings which are not considered safe or which have become costly to operate and maintain should be abandoned at an early date. Others which are obsolete or

prevent the development of a satisfactory educational program will probably have to be retained during the coming years of peak enrollments.

Three priorities have been established as follows:

PUBLIC SCHOOL MEMBERSHIP AS OF OCTOBER 1, 1934 TO 1948 WITH ESTIMATES FOR 1949 TO 1961 PITTSFIELD, MASS.



The school membership has been growing sharply.

Priority A

1. New facilities required to meet the needs of present overcrowding and immediate increases in enrollments.

2. The correction of any situations considered to be unsafe.

3. The elimination of schools which are uneconomical to operate and maintain.

Priority B

1. New facilities required to meet increasing enrollments during the next decade.

2. The rehabilitation of school buildings.

Priority C

1. The completion of the senior high school plant to meet the peak enrollment years following 1958.

2. The provision of adequate facilities for administration and warehousing.

3. The elimination of all remaining school buildings which are considered obsolete.

The Priority "A" program, to be completed by 1952, calls for the construction of four elementary schools, one home-school unit, one junior high school, and the first unit of a new senior high school. The cost of this work is estimated at \$6,700,000. Upon completion of Priority "A" construction, eight schools will be abandoned, all of which are one- or two-room buildings or are considered unsafe.

The Priority "B" program, to be completed by 1955, calls for the construction of an elementary school, the conversion of the present senior high school to a junior high school, and additions to two existing schools at a cost of \$1,600,000.

Under Priority "C," to be completed by 1958, the new senior high school will be finished. Four schools will be abandoned because of obsolescence and general deterioration, and the other schools will be scheduled for an extensive program of rehabilitation. The cost of Priority "C" will be about \$2,975,000.

The total program will cost \$11,288,000 over a period of ten years and will eliminate all schools built prior to 1900. Eight new schools will be constructed. Twelve obsolete units will be abandoned. All sections of the city will be served so that practically all primary children may attend school in their own neighborhoods. The senior high school will be moved from a small congested site in the center of the city to a site of over one hundred acres within easy reach of all residential areas.

Pittsfield's citizenry is pressing for the immediate implementation of the survey report. Within the next decade, as work progresses, Pittsfield will possess a fine school system and one which will bring much credit to the entire New England area.

WILL HOLD SCHOOL BUILDING CONFERENCE

The School of Education of the University of North Carolina has arranged to hold a school building conference at Chapel Hill, July 25-29, 1949. Dr. W. E. Rosenstengel is preparing the program and will direct the meetings. The Division of Schoolhouse Planning of the State Department of Instruction, the local chapter of the American Institute of Architects, and other organizations will participate.

Iowa Is Professionalizing the County Superintendency *Tilford H. Stall**

The administration of rural public education is in the hands of the county superintendent who is the administrative and supervisory head of the county school system. No county official within the states of the Union has greater opportunities for rendering intelligent, educational service to boys and girls, teachers, and patrons than does the county superintendent. In order to meet these responsibilities and duties, whether it be in Iowa, California, or Kentucky, the county superintendent should be highly trained to cope with the varied and complex problems of administration and supervision.

The improvements in county rural school administration and organization of one state have much in common with what other states throughout the nation are doing toward realizing an effective rural school organization. Progress in one state is reflected throughout the nation.

For many years, the Iowa county superintendency remained on a low level professionally and was redeemed only by the excellent services of individual superintendents whose performance of significant educational work far exceeded the limited areas of function assigned by law. Ellwood P. Cubberly, in 1929, could say truthfully that "In a few states, as for example Iowa, the county superintendent of schools has but few statutory duties and but little real power."¹ In a study made by the writer, it was found that the statement made by Dr. Cubberly remained practically the same until the passage of the Iowa County Administrative Act of 1948 which gives the county superintendents definite powers and duties.

Election of the County Superintendent

In Iowa, the county superintendent was elected as follows, and the law read: "The county superintendent shall be elected by a convention held on the second Tuesday in May preceding the expiration of his regular term of office, composed of representatives of school districts organized in the county; one for each school township, one for all the rural independent districts in each civil township, one for each city, each town, or village independent districts. Each representative to such convention shall serve until a county superintendent is elected and qualified."²

The present method of electing the Iowa county superintendents is through the county board of education, which was created by the County Administrative Act of April, 1948. This board consists of five members, electors of the county, one member to be elected from each of the four election areas by the electors of the respective areas, one member to be elected at large from the areas of the county school system by the electors thereof.³ The act of the 52nd General Assembly under Sec-

tion 13 definitely states that the county board of education shall appoint a county superintendent provided by this act and fix his salary.

It is evident that too often the representatives of school districts were satisfied if a candidate met the minimum requirements set up by law; however, it was not until 1945 that the law fixed the minimum professional training of superintendents at a master's with a graduate major in education of not less than 20 semester hours credit.⁴

The author believes that with the present method of selecting the rural chief executive, politics will be eliminated in a large measure, and that selection can be made on a competitive basis as city superintendents are now elected in Iowa. This should invite some of the better educated and more experienced schoolmen to consider the position of county superintendent as a lifework.

Salary Situation Improving

Salary is without question one of the most important factors that will help determine the type of person who seeks to become the educational leader of the rural schools. It is equally true that those who supervise and direct the educational duties of the county have the best professional training and should be encouraged and stimulated to their best efforts by economic income that is reasonable, considering their education and experience. The economic reward should be sufficient to enable them to become potential leaders in the affairs of the communities and the county they represent. "Good men sell their services in a better market." In Iowa as of 1938 the state law prevailed that each county superintendent of schools shall receive an annual salary of not less than \$1,800, but in no case to exceed \$3,000. In the matter of compensation, the judgment of the county board of supervisors was final as to what they considered to be the economic worth of their rural school executive. Too often they knew little or nothing about the worth of their county educational leader, except to place the compensation at the minimum to keep within the law. On December 24, 1948, the informant received data from Cameron Ross of the Department of Public Instruction concerning salaries. The median salary as of 1948 is \$4,260, the first quartile being \$3,925, and the third quartile, \$4,570. The county board of education now fixes the superintendent's salary. Iowa's present salary range should encourage progressive, able educational leaders to seek this position.

The Iowa County Administrative Act of 1948 provides that the county superintendent, under the direction of the county board, exercise definite powers and duties. The *School Laws of Iowa*, State of Iowa, 1948, Section 18, page 145, fixes the powers and duties of the county superintendent under the direction of the county board of education. There is evidence that the superintendents have many more

specific powers and duties under the new act.

The law provides that the superintendent shall supervise, or arrange for the supervision of the instruction in the schools of the county system, and to suggest needed changes and improvements in the public schools of the county.

The Superintendent's Concerns

In Iowa, strong movements are now under way for consolidation of districts into larger administrative units, and the superintendent serves as the general overseer. He is to give advice and counsel to the district authorities. He is to aid teachers of the county in working out standards in order to meet the wants, needs, interests, and activities in lifelike learning situations for the boys and girls of the county. He is to take an active interest in all types of public school education, through visitation, bulletins, pamphlets, the press, radio, professional meetings and conferences, and exhibits at the county fair, to inform school officers, teachers, parents, and the public concerning trends in modern educational thinking. Among his many other concerns are: the proper accounting of all children of school age, health and safety, enforcement of the compulsory attendance laws of the state, school library services, transportation, apportionment of school moneys. He must enforce the rules and regulations of the board of educational examiners and the state department of public instruction, make appointments where no director has been elected, report annually to the superintendent of public instruction, maintain accurate census records, reports to state schools, recommend teachers, and administer the oath of office.

In some counties, superintendents, in order to realize an effective, progressive school organization, are employing a guidance counselor whose area would be that of pupil adjustment, testing and counseling, a county nursing service to provide health education in the schools and in the community, bookmobile and audio-visual facilities to the schools of the county securing the appointment of an elementary supervisor to assist in supervising the county schools.

The professional role of the county superintendent is made clear in his assignment as adviser to the county board of education as it considers problems brought before it. Such problems as the following are in the realm of board action and should be presented to the board by the superintendent with recommendations for their disposition: (1) moving a schoolhouse location; (2) removal of superintendent of one of the town schools; (3) tuition collections; (4) transportation charge and collecting for same; (5) dismissal of teacher for insubordination, immorality, neglect of duty; (6) discipline; (7) repair of desks injured by pupils; (8) restrict the contracts of the teachers; (9) settle controversy over building a new schoolhouse; (10) settle controversy over cutting trees on school grounds; (11) adjust

(Concluded on page 80)

*Public Schools, Des Moines, Iowa.

¹Ellwood P. Cubberly, *State School Administration*, p. 211 (Boston: Houghton Mifflin Co., 1929).

²Fred L. Mahannah, *School Laws*, Des Moines, Iowa, 1936, Section 4096, p. 134.

³52nd General Assembly, "County Administrative Act," Chapter 147, Senate File 245, p. 2.

⁴Board of Educational Examiners, *Requirements for Superintendents' Certificates*, Cir. No. 110, Des Moines, Iowa: State of Iowa, Revised July, 1945.

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

A SHORTAGE OF ADMINISTRATORS

RECENT press releases and statements of spokesmen for the A.A.S.A. have centered on the idea that there is a critical, diminishing supply of qualified school administrators which deprives the school systems of leadership during this crucial period. The statements give no clue to a statistical basis; they are a forerunner to a necessary effort to "upgrade" the professional standards and the total situation of all superintendents.

It is difficult to conclude from the scattered reports that the supply or the quality of candidates for city superintendencies has been lower this year than during the past five years. The number of spectacular dismissals has been exceedingly low, especially in medium size and large cities. School boards have had numerous applications wherever vacancies have occurred. They have had widely available information on distinctly good techniques to follow in picking the most likely man from a list of candidates. The state associations of school boards, as well as numerous universities and teachers' organizations, have pointed out that the most important single appointment which a school must make is that of the superintendent. On the whole there has been a steady betterment in this important matter.

The school boards generally have a serious obligation to improve the superintendency. As Louis A. Bragg points out on another page, there has been a drop from 4.9 to 3.4 in the ratio of superintendents' salaries as compared with high school teachers' salaries. The per cent of increase of the mean superintendents' salaries in every population group of cities has been below that of the teachers. This deficiency must be corrected within the near future if only to offset the distinctly greater burden of office brought on by the schoolhousing shortage, the increased numbers of substandard teachers, the pressing problems of school reorganization, and difficulties of insufficient tax income. The lack of tenure in all but the small communities must be compensated for by greater confidence that good service will be recognized in uncontested re-elections.

The county superintendency has been the weak link in the chain of administra-

tive positions. The office still is hemmed in by outworn legislation fixing low personal and professional qualifications, requiring selection by popular vote usually on a party basis, and providing no checkup on efficiency of official performance through a lay school board. The magnificent growth in the rural and city schools of West Virginia give evidence of the value of setting the county superintendency on a new high professional level. The current movement among Iowa county superintendents for professionalizing themselves is evidence too that a determined state group can do much for themselves and their schools.

The school board's task of finding a professionally competent superintendent who fits into a local situation is difficult under the best conditions. As Willard Givens says, it is a test of the full statute of the civic duty of the board. Equally important and difficult, we think, is the task of setting up and maintaining at all times school board policies and day-to-day actions which will bring out the best in a superintendent as professional leader, supervisor, and educational statesman. The school board which can do this is really achieving greatness.

PERSPECTIVE NEEDED

THROUGH their leaders teachers' organizations in two large cities have engaged recently in activities which good sense should have prevented.

In Pasadena, Calif., the local teachers' organization sent out a circular letter requesting teachers who had not yet acquired permanent tenure to join the Association. The letter charged such teachers as would not join with a lack of professional spirit and indicated that the organization would oppose rather effectively the permanent appointment of the nonjoiners. Supt. W. E. Goslin, after calling in the offending writer of the letter and his associate directors, made it clear that the superintendent and the school board are responsible for the selection of teachers and that it is not a function of a teachers' association to set up conditions of appointment.

In Omaha, Nebr., a teacher group asked all members of the city teaching staff to help rate Supt. Harry A. Burke on four or five specific points of efficiency and acceptability. This interference with a function of the school board aroused considerable controversy. Subsequently the superintendent was re-elected for a full three-year term and was given other expressions of confidence.

While unwise actions like those described are exceedingly rare, it must be said that the communications from teachers' bodies to school boards are frequently acrid in language and rather extreme in viewpoint.

The writers have been carried away by mistaken notions of democracy in school administration or unconsciously reveal resentments growing out of the fights for higher salaries and better general teaching conditions. Most of these difficulties could be avoided if the school boards made clear the hierarchy of authority and responsibility which must exist in every school system, which they will never surrender, and which they will expect the entire staff to respect. In addition, the board and the superintendent must do their part of administration with sufficient competence and with a respect for the rights of the teachers that mutual confidence and harmony will cause all factors to join in acting in all matters for the final welfare of the children.

EDUCATIONAL EQUALITY

THE decision of Judge Hutcheson of the U. S. District Court at Richmond, Va., imposing fines of \$250 each on the county superintendent and the three members of the Gloucester, Va., county board of education, is severe — and significant. In spite of evidence that they were working to correct the situation under which Negro children were not enjoying equal educational opportunities with white children, the four school authorities had been found guilty of contempt in January, 1949, and had been given four months during which to correct the situation. Without success, they had asked the voters at the spring election for approval of a \$300,000 bond issue for the erection of a Negro high school and had used up school funds available for the Negro schools. In the face of testimony of informed citizens and public officials that the board had acted to the limits of its ability, the court imposed sentence.

The temper of Judge Hutcheson's decision is not unlike that of federal judges in cases seeking relief for Negro students or teachers in Louisiana, Oklahoma, and Georgia, and for Mexican children in Southern California. School boards cannot longer fail to realize that violations of federal laws giving minorities equal constitutional rights, must be obeyed. The problem is unquestionably a difficult one because board action must overcome prejudices and serious lack of funds. But all American children deserve an equal chance to be taught by competent teachers, and to enjoy sanitary and adequate school buildings.

The cause of education is everybody's business because it is an investment in people. Public education in the United States has contributed more to the development of our nation and has done more to secure the economic standards under which we operate than any other single influence.

— Dr. Herold C. Hunt, Chicago, Ill.

Word From Washington

The Hoover Commission Reports on Education in the Federal Government

Elaine Exton

"The present U. S. Office of Education is inadequate for the needs of today. Much of this inadequacy results from its lack of status and financial support and from the willingness of Congress to authorize or permit noneducational federal agencies to develop their own elaborate, expensive, and overlapping educational programs at state and local levels," the executive secretaries of three leading national educational bodies—the National Council of Chief State School Officers, the American Association of School Administrators, and the National Education Association—asserted in a joint declaration urging that "any reorganization of the Federal Government affecting education be carried out with the principle of state and local control of schools in mind."

Membership of the Hoover Commission

This statement was presented early last December to Herbert Hoover, the nation's only living former President and Chairman of the Commission on Organization of the Executive Branch of the Government which was created under Public Law 162 of the 80th Congress "to study and determine and recommend what changes are necessary in the Executive Branch of the Government to promote economy, efficiency, and improved services in the transaction of the public business" and which recently has been liquidated under the terms of that Act.

The other distinguished members of this bipartisan Commission were: Congressman Clarence J. Brown; former Congressman Carter Manasco; James Rowe, Jr., former Administrative Assistant to the President; Senator George D. Aiken; Joseph P. Kennedy, former Ambassador to Great Britain; Senator John L. McClellan; Dr. James K. Pollock, Chairman, Dept. of Political Science, University of Michigan; Dean Acheson, now Secretary of State; former Civil Service Commissioner Arthur S. Fleming; former Secretary of Defense James Forrestal, industrialist George H. Mead. The first four named, including the chairman, were appointed by Representative Joseph W. Martin, Jr., when Speaker of the House, the following four by President Pro Tem of the United States Senate, the remaining ones by President Harry S. Truman.

Hoover Commission Proposals

The Commission's 19 months of labor has resulted in the publication of 18 separate volumes which comprise a comprehensive report on numerous aspects of government. It is estimated that if the suggested reforms could be carried out in their entirety savings of between \$7,000,000 and \$10,000,000 daily, or about \$3,500,000,000 annually could be effected.

Although the Hoover Commission's work has been widely acclaimed in general and hailed in some quarters as "the most thorough



study of the Federal Government ever made," many of its specific proposals have been accorded a far more cool reception. Among the professional educators who have perused the Commission's recommendations dealing with federal policies for education as set forth in its report on *Social Security-Education-Indian Affairs*¹ the reaction is one of disappointment, especially as regards the functions and placement of the U. S. Office of Education.

Edgar Fuller, the Executive Secretary of the National Council of Chief State School Officers, has stated: "The report of the Hoover Commission, so far as it concerns public elementary and secondary education, is contrary to the principles of education almost universally favored by the profession, with the exception that most educators will agree with the recommendations on Indian education. On balance, the report of the Hoover Commission on the entire Government is probably defensible and would probably result in some improvement and some economy in the Executive Branch. So far as organized public education is concerned, however, I hope the exact opposite of the recommendations will be the trend."

Dr. Fuller has made these views known to Dr. Robert L. Johnson, President of Temple University, who heads a Citizens Committee for Reorganization of the Executive Branch of the Government that is being formed to obtain public as well as Congressional support for the programs backed by the Hoover

¹*Social Security-Education-Indian Affairs*, Report of the Commission on Organization of the Executive Branch of the Government, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (25 cents).

group. More than 700 prominent individuals have already accepted membership on this Committee which will provide information and materials to national, state, and community agencies in order to foster understanding of the Hoover Commission's proposed reforms.

The Dispersion of Education Functions at the Federal Level

After commenting that "total federal funds expended for all educational purposes, including the education of veterans, are at present at an all time high of over 2.5 billion dollars"² and calling attention to the variety of federal activities in education, the Hoover Commission declares: "There are those who believe that these various educational programs should be concentrated in the Office of Education. This Commission believes, however, that these educational programs must be administered by the agencies whose functions the particular programs serve to promote."

This conclusion appears somewhat at variance with the conviction of many American educators that it is inadvisable to spread professional educational functions, staff, and facilities broadly throughout the government and that the U. S. Office of Education should be given sufficient authority to assume leadership in providing service to other federal agencies justifiably dealing with education as well as over-all co-ordination of their educational work.

Their viewpoint is reflected in the remarks of Dr. E. B. Norton, former Deputy U. S. Commissioner of Education, that follow. He warns that "a serious threat to state and local control of education exists in the tendency to disperse among forty or more separate agencies of the Federal Government many aspects of Federal interests and activities in education with little or no co-ordination."

In Dr. Norton's opinion co-ordination should come through a greatly strengthened U. S. Office of Education "which understands and constantly maintains proper relationships with the duly constituted state educational agencies, since a weak and inadequate Office of Education at the Federal level increases the danger of distorting impacts upon organized education in the states and localities from various noneducational agencies of the Federal Government with separate vested interests."

Status of the Federal Educational Agency

Within recent months both the President and the Federal Security Administrator have made public statements in support of elevating the Federal Security Agency to Cabinet rank. H.R. 782—the Administration bill to achieve this purpose—was introduced in the House on January 5, 1949 by Representative William L. Dawson (D, Ill.), and on February 15 was favorably reported out of the Committee on Expenditures in the Executive Department which he heads.

²Educational experts have pointed out that the major portion of this money is expended for specialized or particular forms of education and is not being used to assist in strengthening the general educational programs of the states. For instance, better than 90 per cent of the money obligated by the Federal Government for education in the fiscal year 1947 went for war or defense-connected items such as education or educational facilities for veterans, schools in defense areas, military education, military research, or raising the educational level of the armed forces.

Word From Washington

Senator John L. McClellan (D, Ark.), chairman of the comparable committee in the Senate, has been waiting to introduce a related measure in the Upper Chamber pending an opportunity to study the pronouncements of the Hoover Commission. In the previous (80th) Congress, Senate bill 140 "to create an Executive Department of the Government to be known as the Department of Health, Education, and Security," which Senator Robert A. Taft (R, Ohio) and Senator J. William Fulbright (D, Ark.) jointly sponsored, was reported out of the Senate Committee on Expenditures in the Executive Departments with amendments on June 6, 1947, and at the close of the session was on the Senate Calendar.

The Hoover reorganization group has endorsed the creation of a new Department headed by a Cabinet Officer which would encompass most of the education and welfare functions of the Government, including many of the activities now under the Federal Security Agency, as well as the Bureau of Indian Affairs now under the Department of Interior. According to its recommendations, the Secretary, Under Secretary, and three Assistant Secretaries would be appointed by the President, subject to confirmation by the Senate; while the Secretary would appoint all the officials in the Department below these ranks, including apparently the U. S. Commissioner of Education who under existing arrangements is appointed by the President with Senate concurrence.

The Hoover Commission's plan, moreover, would transfer elsewhere several functions now lodged in the Federal Security Agency. It not only, for example, approves shifting the Public Health Service and part of the Food and Drug Administration of the Federal Security Agency as well as most Army, Navy, Air Force, and Veterans' Administration Hospitals to a new agency to be called the United Medical Administration but also recommends transferring to the Labor Department FSA's Bureau of Employees' Compensation, Employees' Compensation Appeal Board, and Bureau of Employment Security—including the U. S. Employment Service.

Educational Activities Proposed for the New Department

According to the findings of the Commission on Organization of the Executive Branch of the Government, the proposed Welfare Department "would continue to perform the historic functions of the U. S. Office of Education: (a) to collect data on the condition and progress of education and to serve as a source of general information on the subject; (b) to administer certain operating functions vested in that agency by the Congress; (c) to render professional advice and service to other Government agencies."

In the opinion of the Commission this Department should also "analyze the effects of expenditures and programs relating to education and assist the President in making recommendations to the Congress for the correction of deficiencies." It is interesting to note that no reference is made to that part of the 1867 Congressional Charter for the U. S. Office of Education which requests the agency "to promote the cause of education throughout the country."

Interest in Achieving an Independent U. S. Office of Education

On the other hand, a number of leading educational organizations, including the National Education Association, the American Association of School Administrators, and the National Conference of County and Rural Area School Superintendents, have been outspoken in favor of setting up the U. S. Office of Education as an independent agency of the government under a National Board of Education composed of outstanding citizens rather than to have it continue as a part of some other agency or department. At the request of the National Council of Chief State School Officers, Senator Wayne Morse (R, Ore.) has introduced a bill—S. 656—which would accomplish this objective.

The attitude of the afore-mentioned associations is typified by the resolution on this matter that Presidents of 38 State Associations of City and County School Administrators adopted at a meeting in Chicago on September 27, 1948. This reads in part: "While local lay control of public education must be preserved, the Federal Government is destined to play a role of increasing importance in the promotion of education through research, technical advisory services, professional leadership, and financial aid to the states. These obligations of the Federal Government must be met through the U. S. Office of Education."

"The integrity of the U. S. Office of Education is of vital importance. It must be safeguarded. We therefore urge the Congress:

"1. To establish the U. S. Office of Education as an independent agency of the Federal Government under the general control of a policy-making board of laymen broadly representative of the general public, to be appointed by the President with the consent of the Senate to long, overlapping terms.

"2. To provide that a professionally qualified and competent U. S. Commissioner of Education shall be appointed by the Board to serve as its Executive Officer and head of the staff of the Office of Education."

"3. To provide sufficient funds for personnel, travel, printing, and other necessary expenses to enable the Office of Education to assume professional leadership and provide services commensurate with the national stake in education."

Advantages of a National Board of Education

A strong case for the creation of a National Board of Education is presented in the *Task Force Report on Public Welfare* which was prepared for the Hoover Commission by the Brookings Institution and has been submitted to Congress as a separate volume.³ Part Three of this document deals with "Federal Policy and Organization for Education" and is largely the work of Dr. Hollis P. Allen, head of the Graduate School of Education at Claremont College, who was re-

³*Task Force Report on Public Welfare* (submitted to Congress by the Commission on Organization of the Executive Branch of the Government as Appendix P). (Price, \$1.25.) Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

tained by the Brookings Institution to make this survey.

The passages from this "Task Force" Report that discuss establishing a National Board of Education include these remarks: "We consider a National Board of Education an essential first in our reorganization of education on the Federal level. It should be without administrative functions, except as such may be given it by specific act of Congress. It should safeguard the state and national educational interest. It should revitalize the Federal educational agency in its function of service to education in the states. The Board should help the agency gain professional stature in the government so that it may better assume its position as an integrating and service force for the various educational activities of the Federal Government. It should help build balance into the Federal educational activities as they affect the schools and higher institutions of the country."

"If, in spite of what seems to be a majority of evidence in favor of the independent agency, it is considered essential to place the Federal educational agency in a departmental structure, the question arises as to how the National Board of Education could fit into this plan. It is believed that under no circumstances should this Board be sacrificed for the purpose of merely making the structure look neat. If the Board were placed at the bureau or agency level it would be so submerged that it might have little or no influence at the department level. It is thus suggested that the Board might better protect and foster education if it were advisory to the Secretary of the department, in which case the Commissioner of Education might well be its secretary or otherwise be delegated responsibility for its agenda and similar matters. It is apparent that neither of these solutions for locating the Board are as satisfactory as would be possible in the independent agency where no such problem would be encountered."

Thus, in at least two important instances the educational pronouncements of the Commission on Organization of the Executive Branch of the Government reversed the findings of Dr. Hollis Allen's report on Federal Policy and Organization for Education which in its original form was about three times as long as the condensed version released by the Hoover group in the "Task Force" document on public welfare.

It is not possible within the compass of one article to treat in detail all the proposals pertaining to education contained in Hoover Commission and "Task Force" publications. Many school officials will no doubt wish to study these reports themselves to reach a better understanding of the issues involved in the placement of education in the organization of the Federal Government and how this relates to the development of education in the states. In any case, if the U. S. Office of Education is to attain the status and appropriations "commensurate with"—as Dr. Hollis Allen puts it—"the needs of education in the states, the importance of education in our national life, and the rapidly growing educational activities in the Federal Government," it must have the sustained support of educators throughout the country.

What the best and wisest parent wants for his own children, this Association wants for every child in Oklahoma. — Oklahoma State School Boards Association.

GENERAL ELECTRIC

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The Council on Physical Medicine of the American Medical Association has accepted General Electric Germicidal Tubes for air disinfection in hospitals, but has not accepted them for school use because of inability to control the population.

Write for free booklet "Air Sanitation with G-E Germicidal Tubes." Address General Electric, Dept.-166-AS, Nela Park, Cleveland 12, Ohio.

GENERAL  **ELECTRIC**

National School Boards Association Establishes Headquarters in Chicago

On May 1, the National School Boards Association opened an office in Room 506, Dunham Building, 450 East Ohio Street, Chicago 11, Ill.

For the first time in the history of the association, a full-time executive secretary is in charge of its affairs, which have been so ably handled for several years on a part-time basis by Robert M. (Bob) Cole, executive director of the Illinois Association of School Boards at Springfield, Ill.

The new man is Edward M. (Ed) Tuttle, who for the past 18 years has been connected with Row, Peterson and Company, Educational Publishers, Evanston, Ill., in an editorial capacity, since 1932 as editor in chief. Asked about future plans for the N.S.B.A., Mr. Tuttle wrote us as follows:

"The constant endeavor of the National School Boards Association office and personnel will be maximum service to state associations and local boards everywhere in the nation. Because of rather limited resources in 1949, the service must necessarily be somewhat preliminary and restricted, but it is hoped that firm foundations may be laid in the next few months for great work in the years ahead.

"The N.S.B.A. has unlimited potentiality to assume a position of leadership in the educational revitalization that is coming to the public schools of America. It is long overdue, yet there are now many signs of growing concern, not only among the teaching profession, but among parents and lay citizens generally. School boards constitute the natural link between the people and their schools, and are therefore in a unique position to bring both together in providing the very best possible educational opportunity for our children and youth.

"It is recognized at the outset that leadership does not result simply by virtue of a title or the holding of an office. Genuine leadership must be demonstrated, proved, earned. Dean L. D. Haskew, of the School of Education at the University of Texas, believes that true leadership results from certain basic convictions, among which are (1) the recognition that each individual human being is the most important thing in the world, (2) an understanding that human growth and development is the only real measure of the achievement of a school, (3) a belief that in the long run a decision arrived at by many people working together (once they are in possession of all the facts) is more nearly right than a decision by one person, however competent, and (4) a knowledge that group processes themselves are tremendously important and must be handled carefully. We accept these convictions as guiding principles for our work from the N.S.B.A. headquarters and will try to act accordingly.

"The constitution of the National School Boards Association sets forth the purposes of the association as five:

1. To work for the general advancement of education for the youth of the United States and its possessions

2. To study the educational programs of the different states and to disseminate this information

3. To work for the most efficient and effective organization of the public schools

4. To work for the adequate financial support of the public schools

5. To study educational legislation proposed in Congress to the end that the various state school board associations may be informed of such legislation.

These are simple and straightforward objectives, but at the same time they cover a tremendous range which will fully occupy the association during all its future years, because



Edward M. Tuttle

perfection in such a creative process as education is never reached, and greater improvement must be a constant goal.

"One of the first tasks of the executive secretary, in providing background for building the association's work, must be to visit the various states as rapidly as time and resources permit to learn firsthand of the educational programs and school board setup in each state. In this connection, the national headquarters of the N.S.B.A. is beginning at once to build a complete file of information concerning each state association and its local affiliates. State officers are urged to make certain that every bit of information concerning personnel and program, all printed materials, advance notices of meetings, and the like, are furnished promptly to the national office.

"According to available records, there are at present 36 active state associations of school boards, with at least one other in process of organizing. At this moment of writing, word has come of action by the Oklahoma State School Boards Association, Inc. at its 1949 annual meeting as follows: 'BE IT RESOLVED that we continue our affiliation with

and support of our National School Boards Association and that our board of directors study and plan a procedure to procure sustaining memberships of our local boards in our National Association.' This is indeed heartening co-operation.

"A further important phase of the work of the N.S.B.A. involves co-operation with many other national organizations in the interest of public education. It is believed that the N.S.B.A. should be an independent agency in its own right, so far as organization is concerned; that its influence and help may be most effectively exerted if it is not organically connected with any other group. But it is equally a conviction that the utmost in co-operation should be extended to any and every organization, professional and lay alike, which is actively and honestly concerned with the 'general advancement of education for the youth of the United States and its possessions.' This co-operation will at all times be given to the limit of our ability."

Pressed for further information concerning the new national headquarters and his own interest and background for the work of executive secretary, Mr. Tuttle said:

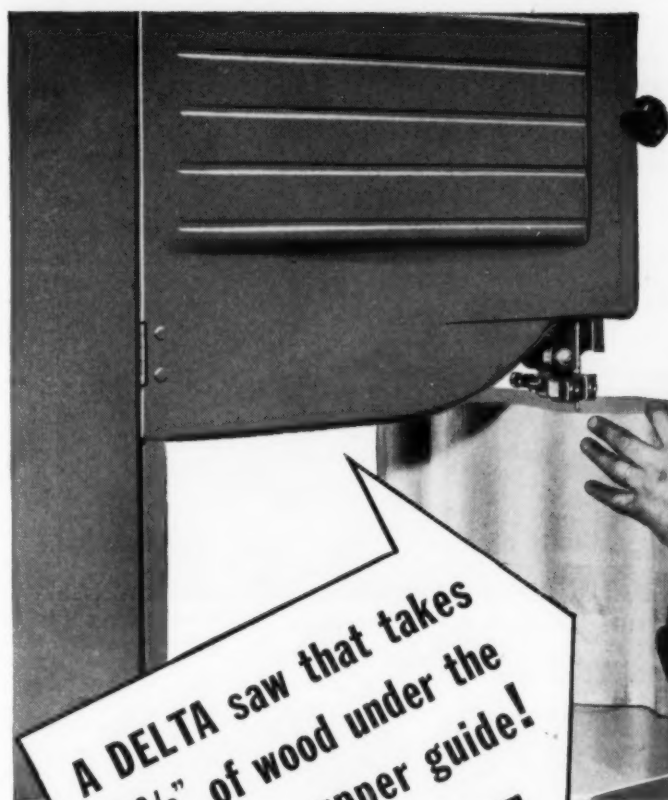
"We are deeply indebted to the authorities at Northwestern University and particularly to Dr. Eugene S. Lawler of the School of Education, who took the initiative in helping to provide us with so favorable a location, in a building recently acquired by the University for the expansion of its medical school. The N.S.B.A. had not sufficient funds in sight for this year to rent space of this kind at regular rates. The University is furnishing it for our use at the bare cost of maintenance (light, heat, janitor and elevator service, etc.) which is less than one third the regular rental value.

"Other friends have co-operated in providing pieces of office furniture, so that we have actually had to purchase very few items in order to begin operations. The latchstring is out to school board members from any part of the United States who may be passing through Chicago with a few hours to spare. If I should be away, the visitor will find a very gracious and helpful welcome from Miss Dorothy Smith, who is the office secretary.

"This is an interesting neighborhood, close to Lake Michigan on the near north side of Chicago, within a few blocks of the downtown campus of Northwestern University and close to the Navy Pier, where the University of Illinois maintains some undergraduate schools. Dean E. T. McSwain, of Northwestern's University College, has generously offered us the privilege of the dining and lounge facilities of the famous Abbott Hall dormitory (three short blocks away) whenever we have use for them. The office has an interesting view of the Chicago skyline, and is readily accessible from several bus and streetcar routes. All in all, we are fortunate indeed to be able to make such an auspicious start.

"As to my own background, let's make it brief. I hold degrees from Cornell University

(Concluded on page 58)



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13³/₈" of wood under the
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action after motor is shut off.

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THE NILES, MICHIGAN, BOARD OF EDUCATION IN SESSION.
Left to right: Lewis Walton, trustee; Clayton McCoy, treasurer; John R. Scamehorn, president;
Robert Marks, trustee; Fredrick Marshall, secretary.

THE NILES BOARD PLANS FOR THE FUTURE

The board of education of Niles, Mich., has divided its work into two major areas. It has considered as its first duty the legal and social necessity of current and long-range educational policy making. In the second place, it has accepted the duty of the month-by-month handling of problems presented for action by the school executives, and the routine discharge of current educational, fiscal, and operational business.

The board has realized that thorough, careful,

and complete planning is necessary for the future welfare of the Niles public schools. Two years ago realizing that they were faced with definite building problems and other problems, including curriculum revision, the board undertook a complete educational survey, calling upon specialists in the field and conducted a survey under the supervision of the superintendent of schools. The survey included research activities relative to new buildings and newer practices. The first step of the resulting building program is now nearing completion; involves the construction of an elementary unit of a 14-room modern building. The next two steps are to be started in 1950.

The Niles board of education is working forward on the basis of providing a school system which will best meet the needs of the people of not only its urban area, but also of the entire natural community which is economically, socially, and recreationally tied into the school district. The probable growth of this community, its educational needs, and its certain changes industrially and socially, have been taken into account so that the development of the new buildings and their financing will fully serve the instructional program. The plans have been organized stepwise and will be considered and reoriented progressively and continuously.

(Concluded from page 56)

in Agriculture and Arts (Education). I was one of the two charter members of the Department of Rural Education at Cornell with the rank of assistant professor, and for seven years was editor of the Cornell Rural School Leaflet. For thirty years, I have been in commercial editorial work, rather closely connected at all times with educational interests. I married a school teacher, and Mrs. Tuttle and I are proud of our two daughters and one son, all now self-supporting. I have been a school board member and president, a farmer, a member of the Illinois State Chamber of Commerce and of its education committee, and active on the Advisory Committee on Education in Illinois, composed of representatives from fourteen lay and seven professional organizations.

"My published writings in recent years include 'Wanted: Another Horace Mann' (*Phi Delta Kappan*, February, 1947), 'What More Can We Do to Vitalize Our Schools' (*The Journal of Education*, November, 1948), and 'Boards of Education—American Plan' (*Chicago's Schools*, April, 1949), all of which bear witness to my deep concern for improved public relations in public education. A rather unique combination in one person of country and city background, of professional and commercial experience, plus some ability as a writer and speaker, qualify me, I hope, to do an acceptable and effective piece of work for the National School Boards Association in the next few years."

The officers of the N.S.B.A. for 1949 represent all sections of the country, and are as follows: *president*: J. Paul Elliott, Los Angeles, Calif. *first vice-president*: Dr. Ray K. Daily, Houston, Tex.; *second vice-president*: Edwin E. Clark, Naperville and Chicago, Ill.; *secretary-treasurer*: Robert M. Cole, Springfield, Ill.; *directors*: Dr. D. J. Rose, Golds-

boro, N. C., the immediate past president; Robert Gustafson, Grand Junction, Colo.; Gano Lemoine, Cottonport, La., and Clifton B. Smith, Freeport, N. Y. The *honorary past president*, and originator of the idea for the N.S.B.A., is Mrs. I. E. Porter, Bakersfield, Calif.

Jobs for Graduates

Walter B. Patterson*

Schools and industry are vitally concerned with job opportunities for high school graduates available during the summer of 1949. Reports from the U. S. Department of Labor and the New Jersey Employment Service, present a questionable picture. Some agencies are pessimistic about the future; others are a little more on the favorable side.

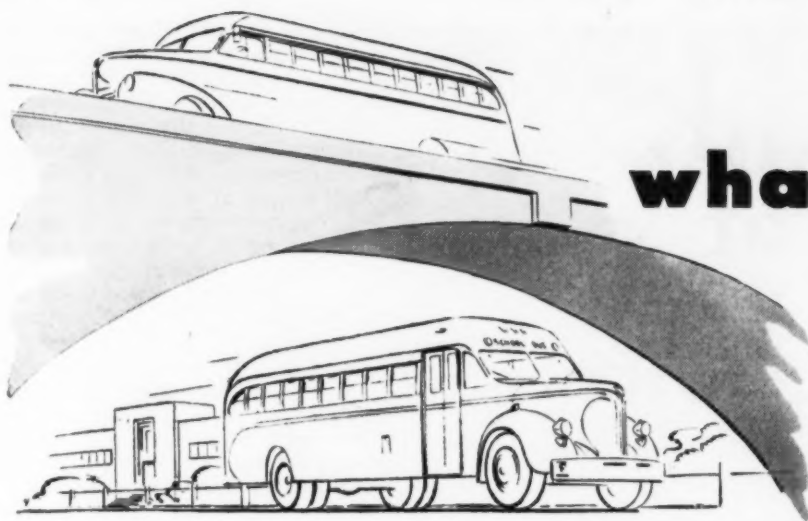
Under the guidance of their teacher, Milo Cushman, students of the high school, Nutley, N. J., went directly to employers in the great Newark industrial area with their questions. Class discussions in which the students participated led to the preparation of a questionnaire presented to the employment managers.

As a beginning, each member of the class
*Co-ordinator of Guidance, Nutley Public Schools, Nutley, N. J.

selected a particular business firm to survey. Armed with the questionnaire and a letter of introduction from the school, the student made an appointment with his chosen business firm for an interview during vacation week, February 21-26, 1949.

As a second step the students independently and completely on their own time, sampled a real-life experience and brought back profitable information. Several students had the good fortune to have the presidents of their chosen firms spend many hours with them, treating them as important business people, which they were. The majority of personnel and employment managers considered the project of critical value and requested a copy of

(Concluded on page 60)



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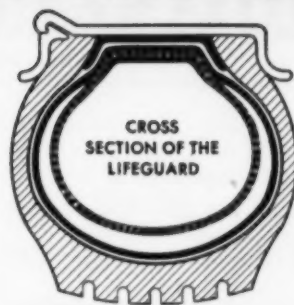
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offered the largest number of opportunities, namely 5000; typists, 850; office-machine operators, 500; sales help, 3500; cashiers, 500; and shipping and stock clerks, 365.

The general feeling was that a high school diploma is highly desirable. Most companies employing stenographers and typists require the successful passing of a typing or stenographic test. Some companies give special aptitude tests covering the field of employment applied for. Rather thorough and rigid physical examinations are required by practically all firms. Good health is a prerequisite for employment. In most cases, opportunities for advancement exist for the new employee who takes his job seriously and who shows that he has something to offer the company. A majority of the officials interviewed had definite suggestions to offer to all high school graduates seeking their first jobs.

Generally speaking, it was found that industrial firms and companies were interested and willing to aid future high school graduates in reaching an understanding of the employment problems with which they will some day be faced.

WISCONSIN SCHOOL BOARDS MEET

Reorganization of Wisconsin school districts, need replacement of school plants in 1949 and 1950, and pending school legislation, constituted the three groups of problems which held the attention of members of the Wisconsin School Boards Association at the twenty-eighth annual meeting in Milwaukee, April 21-22.

Ralph E. Jolliffe, of the State Department of Education, pointed out that while rapid progress is being made in eliminating small school districts, the state is still suffering from the evils of wasteful small schools, particularly high schools, which offer an inadequate type of education. Prof. Shirley Cooper, of the University of Wisconsin, pointed out that the educational program in the reorganized school districts must itself be reorganized if it is to meet the new social and economic situation in Wisconsin rural areas. Farm folk demand an education equal to that enjoyed by city people, just as farm folk are assuming city ways of living and city comforts.

The problems of planning and construction of school plants, argued by Dr. Ray L. Hamon, of the U. S. Office of Education, aroused a lively discussion of Wisconsin problems and of the necessity of finding adequate funds to meet the new high cost of building construction.

E. M. Hale, of Eau Claire, described the recent history of the work carried on by the Commission for the Improvement of Education in Wisconsin. This temporary organization has worked out some 22 bills, many closely integrated, for the complete reform of the state school system. Some of the legislation has already been passed, and there is splendid promise that the legislature will increase the salary of the state superintendent, improve the transportation of school children, integrate the system of higher education, reform the methods of handling truancy, and improve the system of providing state aid.

Senator Melvin R. Laird, of Wood County, outlined the present status of school legislation and pointed out that the present session has determined to pass only those bills which are based on a sound philosophy of lawmaking and of education. A law has already been enacted raising the compulsory school age to 16 years.

The Association elected as its president John O. Berg, Superior; vice-president, Mrs. Maude Johnston, Glenwood City; treasurer, Joseph Hamelink, Kenosha; editor of the State School Board News, N. E. Masterson, Stevens Point. In addition to the foregoing, the Association elected as a director, Hugh E. Staffon, Sheboygan, Roy N. Thiel, Fond du Lac, and Mrs. Maude Johnston, Glenwood City.

(Concluded from page 58)

the final report for their study and use as a guide to their business activity.

The project achieved a threefold objective as follows:

1. A partial picture of opportunities for graduates in the firms and industries where high school graduates have found employment in the past.

2. An opportunity to gain an idea of what goes on in the employment and personnel offices of these firms.

3. An opportunity to talk with and get firsthand reactions of personnel managers and their staffs in these firms and plants. The students sought answers to these specific questions: Are they interested in us as high school

students and as prospective future employees? Do they see any value in carrying out pre-employment surveys such as we were doing? Have they any hints to give us?

In a study of the attitudes of officials interviewed 13 were enthusiastically co-operative. These 13 persons were in favor of the survey and went all out to give important information; they extended extra courtesies. Three persons co-operated in giving the requested information, but did not volunteer any other help nor did they express interest in the project.

The summary of job opportunities gave the number of jobs available in the 20 large companies surveyed in the area and the opportunities for the 17-24 age group in obtaining employment. The general clerical field



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Floors of Northern Hard Maple will last the life of the building. Northern Hard Maple Flooring is dense, strong, heavy, remarkably hard, supremely durable. Yet, it is definitely modern—adds interior beauty.

Important—Northern Hard Maple has a subdued grain pattern, in keeping with the changing taste, which is away from *gaudiness* in woods. And, **MFMA** flooring,

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School Lands and Funds

In consolidated actions to enjoin county school boards from discriminating against colored school children in providing educational opportunities and facilities, the Virginia District Court does not have power to dictate what type of buildings and equipment shall be provided nor what courses shall be offered. U.S.C.A. constitution, amendment 14.—*Freeman v. County School Board of Chesterfield County*, 82 F. Supp. 167, Va.

Power to develop and promote the educational system of the state is vested in the legislative branch and the manner or method of such development is a matter in which individuals as such do not have any vested rights. Mich. complete laws of 1929, § 7180; Mich. const. art. 11, § 2.—*Bridgehampton School Dist. No. 2, Fractional, of Carsonville v. Superintendent of Public Instruction*, 36 Northwestern reporter 2d 166, Mich.

Where a New York statute gave the board of education power to discontinue the services of a probationary teacher without the necessity of charges, a hearing, or a reason, the court could not pass on the wisdom of such board's action, since the function of the court is to interpret the law and not to legislate. N. Y. Education Law, § 3013.—*Hickey v. Carey*, 86 N.Y.S. 2d 813, N.Y.Sup.

The question of changing the location of a

schoolhouse, as well as the selection of a site for a new one, is vested in sound discretion of the school authorities and their action cannot be restrained by the courts, unless in violation of some statute or authorities have been influenced by improper motives or there has been a manifest abuse of discretion. G.S. § 115-85.—*Atkins v. McAden*, 51 Southeastern reporter 2d 484, 229 N. C. 752.

School District Government

While members of a school board are not agents of a school district in the ordinary meaning but are public officials, yet in so far as they derive power from the district, the general law of the agency that unless otherwise agreed, authority to conduct a transaction includes authority to do acts which are incidental to it, usually accompany it, or are reasonably necessary to accomplish it, applies to the extent of the authority granted.—*Amey v. Pittsburg School Dist.*, 64 Atlantic reporter 2d 1, N. H.

Those charged with supervision, direction, and control of public education are "public officers" or officials exercising a governmental function.—*Gray v. Wood*, 64 Atlantic reporter 2d 191, R. I.

School District Property

The school committee of a city or town has the absolute right to fix the salaries of public school teachers and of school janitors.—*Watt v. Town of Chelmsford*, 84 Northeastern reporter 2d 28, Mass.

In an action against a third class school district to recover for the death of a girl who was not a pupil of the school district, and who was fatally injured in a fall into a concrete ramp at the school district's parking lot after the girl left a football game for which admission had been charged, a judgment for the school district notwithstanding the verdict, on the ground that the school district was engaged in a "governmental function" rather than a "proprietary function" was affirmed by the divided court. Mich. complete laws of 1929, §§ 7220, 7562, 7565, 7566; § 7233, as amended.—*Watson v. School Dist. of Bay City*, 36 Northwestern reporter 2d 195, Mich.

Teachers

A board of education for a district other than a city district had the right to discharge a probationary teacher at any time during the probationary period without cause or hearing. N. Y. Education Law, § 3013, subd. 1; § 3020.—*Hickey v. Carey*, 86 N.Y.S. 2d 813, N.Y.Sup.

The authority of a principal of a school over persons employed therein did not create a relation of master and servant between them so as to render the principal liable for misfeasance of school employees.—*Gray v. Wood*, 64 Atlantic reporter 2d 191, R. I.

VERDICT ON TEACHER'S ABSENCE

The Appellate Division of the New York City supreme (district) court has ruled that an accident in a classroom is not necessarily the result of official negligence, in an action dismissing a \$50,000 award against the board of education, a principal, and a classroom teacher.

The ruling was made in the case of Herbert Ohman, who lost the sight of an eye back in 1938, when he was a pupil in P. S. 238, Brooklyn, and resulted in a jury award of \$50,000 against the board, the teacher, and Dr. Henry Gould, who was principal.

At the time the board assumed liability for the two employees and applied for dismissal of the verdict as excessive, but the Supreme Court Justice William Powers denied the motion. The case was appealed on behalf of the city and on May 5 won a decision from the Appellate Division, which means that the case will go to the Court of Appeals.

The case has attracted widespread interest in the schools not only because the award was the largest on record for a school injury, but because the action of the jury seemed to imply that if a teacher steps out of the classroom and an accident occurs during her absence, a condition of negligence is thereby established.



PASSING OF THE 11-YEAR SCHOOL SYSTEM

Seven states having all or a part of their schools under the 11-year system in 1937-38 have passed, or are in the process of passing to the 12-year system, according to a statement of the U. S. Office of Education. North Carolina, South Carolina, Texas, and Louisiana have adopted the 12-year system. Georgia and Maryland will have all schools under the 12-year system in 1949-50, and Virginia still has 58.6 per cent of enrollments in 11-year systems, leaving 41.4 per cent in their 12-year systems in 1948-49.

NEW ROCHELLE SCHOOLS TO RETURN TO THREE-YEAR JUNIOR HIGH SCHOOL

The New Rochelle Public Schools at New Rochelle, N. Y., are planning to drop the present seven-five plan of organization and return to the straight three-year junior high school.

After a nine-year trial with a combined junior-senior high school, the board of education has adopted a reorganization plan recommended by Supt. Donald K. Phillips, with the dual objective of solving the problem of overcrowding and of providing for continuous improvements in the educational program.

The change which involves a return to the six-three plan, will become effective next September. The board has appropriated \$160,000 to meet the cost of construction changes and equipment in two buildings which are to be restored to the junior high status.

Under the revised program, New Rochelle will have one secondary school taking in the tenth to the twelfth years; two three-year junior high schools covering grades seven through nine; and ten elementary schools enrolling pupils from the kindergarten through the sixth year.

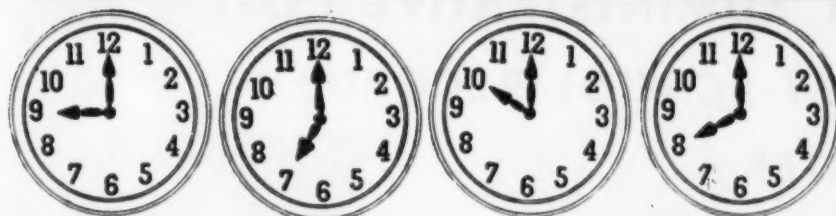
Under the present seven-five system the elementary schools are for pupils from the kindergarten through the seventh year. There is one three-year vocational high school and two junior-senior high schools. The 1940 reorganization plan, it was pointed out, was based primarily on a need to utilize available building space more efficiently, but the operation of the plan involved serious difficulties among the students. The students were dissatisfied and did not relish mingling with older or younger brothers.

HIGHTSTOWN CONDUCTS CADET TEACHING PROGRAM

As a means of providing training for aspirants for teaching, the high school at Hightstown, N. J., under the supervision of J. Harvey Shue, supervising principal, has during the year 1948, conducted a senior cadet teaching program. This program is intended to help high school seniors who have applied to colleges for the purpose of training for a career in the field of teaching.

Under the program, eight student-candidates have completed a week of cadet teaching, under the supervision of two teachers on both the elementary and high school levels. For orientation purposes the students participated in conferences with the teachers, they observed instructional procedure, and finally undertook actual teaching in at least two periods of the day after planning work for these classes.

The student-candidates were considered as regular full-time persons who had accepted actual teaching responsibilities such as supervised studies, taking the roll, planning and conducting playground activities, etc. Following the completion of the preoccupation duties, the cadet teachers, as well as their teachers, evaluated the work which had been performed. A summary of the evaluation has been prepared to serve as a guide in the future development of this program.



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PUBLIC RELATIONS IN THE TWIN LAKES SCHOOL, TAMPA, FLORIDA

The need for a better school public relations program had long existed. Intelligent opinion is never the product of haphazard effort. Many parents do not have a comprehensive picture of the methods and objectives of the school. Frequently there is criticism of the programs and policies on which people have meager information.

In the Twin Lakes School District, near Tampa, Fla., a helpful school public relations program was set up under the direction of Principal Omar C. Mitchell, assisted by the school faculty. The program which has four aims (1) to build good will, (2) to gain monetary support, (3) to acquaint the public with new educational trends, and (4) to add to the reputation of the school, is planned to meet success after a thorough understanding has been reached. In order to develop

support, the Twin Lakes School used the following public relations media:

1. *Newspapers.* The most powerful of agencies for information is the newspaper.
2. *Radio.* The potentialities of radio as a dynamic educational force have not been realized.
3. *Word-of-mouth publicity* includes what Junior says his teacher said or did. The school must sell its program to the child, and through the child to the parents.
4. *Official publications.* Informational bulletins are distributed by the administration. Printed programs for various events carry school information. Explanations and information are sent home in the form of letters and bulletins.
5. *Displays.* Products of student activities are worthy of exhibition. School showcases, bulletin boards, and local show windows are the media for building good will.
6. *Home and school links.* Children's papers and

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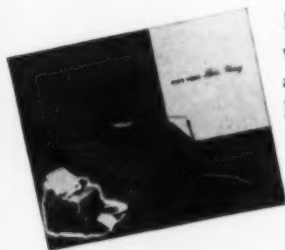
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other evidence of good schoolwork, taken home, heighten parental pride and create interest in the school. Simple classroom products, well done, deserve a place in the family circle.

7. *Open house* has a unique effectiveness in that the work of the school can be shown in its setting. Friendliness is created through meetings of parents and teachers.

8. *School reports* are an important means of interpreting the school program to the home. An occasional personal note to the parent is a cordial gesture.

9. *The Parent-Teacher Association* is intimately concerned with the school and it should help sell the school to the rest of the community.

10. Community agencies are sympathetic with the school and desire to aid it. The school strives to show the value of the program to these organizations.

In the opinion of Mr. Mitchell no one program will fit all situations. In the light of local condi-

tions, the best possible choice should be made. The form which the publicity takes varies with its purpose, funds, and the ingenuity of those responsible for its planning and operation.

SCHOOL CHIEF REBUFFS EDUCATION-ASSOCIATION BOARD

An attempt by board members of the Pasadena Education Association, Pasadena, Calif., to make membership in this Southern California organization *mandatory* for all public school probationary teachers has met with stern opposition, ending in defeat of the proposal.

Willard E. Goslin, superintendent of the Pasadena Schools, issued a strongly worded statement declaring that "he would not make employment or re-employment of any teacher contingent on such membership in the Pasadena Education Association."

There are approximately 350 "probationary teachers" in the Pasadena schools, according to

Edward H. Rowins, supervisor of the public school personnel. These teachers have not yet served the three-year period required for permanent tenure as Pasadena instructors.

Of the total of 1150 certified school employees, some one thousand are Pasadena Education Association dues-paying members.

Rowins declared that teachers are granted *permanent* tenure only on the basis of merit in their profession, and that in his opinion the Association had "exceeded its authority" in attempting to establish public schools' employment policies.

In a mimeographed letter to all nonmember teachers, the Pasadena Education Association stated that "a complete list of all nonmembers of the Association would be sent to the Pasadena school-system personnel office, with the recommendation that all probationary teachers employed therein be not re-employed."

J. Ray Risser, chairman of the Pasadena Education Association's board of directors, and a Pasadena City College science teacher, publicly stated that while he had signed the mimeographed letter mailed to all nonmember public school teachers in the Pasadena school system, he believed the wording of the letter to be "not quite what was intended."

Prof. Risser said, however, "that he believed that any teacher who refused to join the Pasadena Education Association organization possessed an *unprofessional attitude*, which, in many cases made him or her an unfit teacher in the classroom."

The mimeographed letter sent to all non-Association members in the Pasadena schools also solicited payment of \$24 dues from the nonmember teachers; the dues including membership in Pasadena, state, and national units of the Association.

"Such dues are used to carry on teachers' welfare work," said Chairman Risser of the Education Association Board. "These *nonmember* teachers are going along 'for a free ride,' and paying nothing for the privilege."

Superintendent of Pasadena schools, Willard Goslin, following a stern conference with Chairman Risser, and other Association representatives, issued this statement:

"In Pasadena we are interested in strong American citizens who are well prepared as teachers to staff our schools. We will not make employment or re-employment of teachers contingent on membership in any organization."

He added that while he approved of membership and hard work in professional teachers' organizations, he didn't consider the mimeographed letter sent out by the Pasadena Education Association the proper way to get such membership.

"Policies governing the employment and re-employment of teachers are of public concern," asserted Superintendent Goslin, "and should be developed by the public through boards of education, with the assistance of professional leadership."

WHAT SCHOOL BOARDS ARE DOING

The Centralia, Mo., school board has decided to continue its nonresident tuition charges at \$100 per year and to make a charge of \$5 a month for transportation.

The school board of Independence, Mo., has appointed an advisory citizens' committee to ascertain public sentiment on school problems. It is believed that this will bring greater efficiency to the school system.

The school board of Pittsfield, Mass., has refused to open its meetings to the public.

An Iowa Taxpayers' Association has computed the per pupil cost of 113 Iowa schools maintaining high schools, at \$160.34 per year. There is a wide variation in high school costs.

The school board of St. Louis, Mo., has decided to establish a recreation program in order to curb delinquency. The plan includes a variety of games, songs, and dances.

The school board of Monroe, La., has opened its schools to the several religious denominations for religious instruction. The classes are conducted after regular school hours.

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everyone?"*



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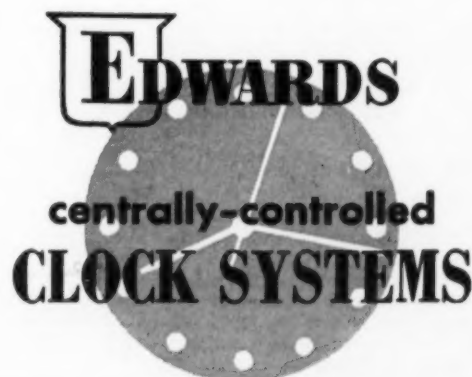
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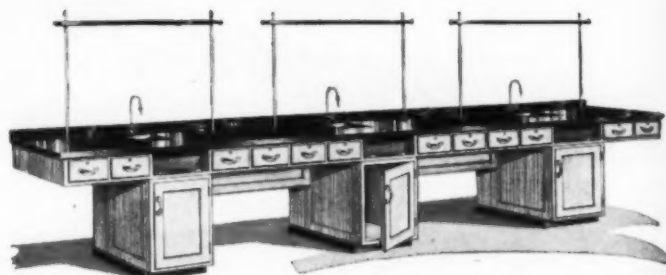
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SCHOOL BUSINESS PUBLICATIONS

Planning the School Lunchroom

By Margaret M. Morris. Published by the School Lunch Division, U. S. Department of Agriculture, Washington, D. C.

If the school lunch program is to take its rightful place in the school program, careful thought needs to be given to its development. There must be objectives for the lunch program and there must be money in the budget for it. Planning a lunchroom takes the combined abilities of a food service manager and an architect—neither can do the job alone. Many decisions must be made. For instance, it is necessary to decide the type of lunch to be served, the means of paying for the lunch, the policies governing participation of pupils, the length of the lunch period, and the number to be served at one time. This small pamphlet tells in story and picture, how to plan, direct, and supervise a school kitchen and lunchroom.

Guide for Planning School Plants

1949 Edition. Paper, 173 pp., \$1.50. The National Council on Schoolhouse Construction, W. D. McClurkin, secretary, George Peabody College, Nashville, Tenn.

The newest revision of the authoritative standards of the National Council on Schoolhouse Construction follows very closely the 1946 edition, but includes a number of changes reflected in recent school planning practices, particularly the work done in classroom planning in California and in certain southern states.

Perhaps the most important change is that relating to the size of elementary classrooms.

The guide favors a square room of approximately 1000 square feet of space or an area of 30 square feet per pupil. It frankly evades the problem of lighting rooms of this size in buildings erected in northern situations of the two-story type.

In general, the guide is quite generous in its requirements for floor space, particularly for classrooms, shops, and special attached areas in high schools. It is distinctly conservative in its recommendations for artificial lighting and insists on total comfort rather than exceedingly high standards set by illuminating engineers.

Without question, the guide is the most valuable publication now available on the fundamental principles of planning American school buildings. It is to be hoped that the next printing will include an index.

Salaries and Salary Schedules of City School Employees, 1948-49

Compiled by Willard E. Givens. Paper, 71 pp., 50 cents. Bulletin No. 2, April, 1949. Published by the Research Division, National Education Association, Washington 6, D. C.

A new study of salaries paid in city school systems, arranged in six population groups. A total of 2187 cities are included in the latest salary study, which covers 58 per cent of all systems in cities above 2500 population and 89 per cent of the systems in cities with more than 30,000 population. The median salaries of all classroom teachers in 1948-49 are: Group I, \$4,242; Group II, \$3,423; Group III, \$3,150; Group IV, \$2,964; Group V, \$2,783; Group VI, \$2,655.

Oak Flooring Standards

Paper, commercial standards CS-56-49. Price, 10 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This revision contains specifications for three standard grades of quarter-sawn and four standard grades of plain-sawn white or red oak flooring. Requirements as to minimum and average lengths, definitions, and other characteristics of the respective grades are set forth.

Manufacturers' recommendations for laying the flooring are included.

Compendium of City Government Finances in 1947

Compiled under the direction of Allen D. Manvel. Paper, 110 pp., 45 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.

A report of a study of city government finances, including cities having populations over 25,000, a summary of city government finances in 1947, and also large-city finances for the same year. The report indicates that general revenues and general expenditures are still on the increase; the total debt which had been dropping sharply is again approaching an increase.

Crayons, Chalk, and Related Art Materials for School Use

Mimeographed, 12 pp. National Bureau of Standards, Washington 25, D. C.

This Simplified Practice Recommendation was provided by a committee of manufacturers. It proposes limitations in the size and packaging of drawing crayons, kindergarten crayons, pastels, dustless crayons, molded chalk, colored chalk, modeling clay, semimodest and dry-cake water colors, liquid and powder tempera. The changes refer most largely to packaging.

School Building Survey, Springfield, Ill.

By John H. Herrick, E. B. Sessions, and T. C. Holy. Paper, 96 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This survey, begun in 1948 in connection with the reorganization of school districts in Sangamon County, Ill., was completed and presented to the Springfield school board in January, 1949. It includes (1) a comprehensive study of the present school population and its probable growth during the next decade, (2) an evaluation of the physical condition and the educational usefulness—and utilization—of the school plant, (3) a study of the fiscal situation and its potential application to a school plant improvement program.

The survey staff recommends that the present 8-4 type of organization be replaced by the 7-5 plan, and that the current program of plant improvement be continued until the accumulation of deferred maintenance needs has been met. The survey urges the abandonment of only two elementary buildings, the erection of one new ele-

(Concluded on page 68)

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SCHOOL BUSINESS PUBLICATIONS

(Concluded from page 66)

mentary building and one high school building, the purchase of three sites, the enlargement of five buildings, and some interior remodeling in all buildings. Mention was also made that there is need for a thoroughgoing program for the removal of hazards and for a schedule of periodic safety inspections of all buildings. The total estimated cost of the entire program is placed at 5.5 million dollars.

Costs Per Pupil in Average Daily Membership in Ohio County School Districts

Compiled by John H. Herrick. Paper, 12 pp. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This report, compiled for the school year 1947-48, provides an analysis of the school expenditures in the local Ohio school districts, summarized by counties. The

figures include (1) comparative average costs of current and other expenses in Ohio county school districts, by years, (2) costs per pupil in average daily membership for current expenses in Ohio districts, (3) costs per pupil for grand total payments and certain other items of expense, and (4) average daily attendance, daily membership, and conversion factors.

State Salary Standards, 1948

Paper, 8 pp. Bulletin for January, 1949. Research Division, National Education Association, Washington 6, D. C.

A study of state salary standards as a basis for allotment of state aid to local districts. The material includes the range of minimum salaries, the sequence of salary steps in the minimum salary schedules, the state minimum salary standards for classroom teachers as of December, 1948, and the use of the standards as a basis for allotment of state aid to local districts.

Statistics of State School Systems, 1946-47

By David T. Blose. Paper, 8 pp. Circular No. 255,

February, 1949. U. S. Office of Education, Washington 25, D. C.

A very useful circular presenting the basic data by state, of the public schools for the school year 1946-47, covering enrollment, attendance, staff, salaries, school support, expenditures, high school graduates, and statistics for the United States and outlying parts. The report estimates the school age population (children 5 to 17 years), at 29,317,000 for the continental United States, and for the outlying parts at 732,557. The expenditures for general control and instruction in the United States are \$146,056,107.

Model Cash Basis Budget Law

Prepared by the Committee on Model Fiscal Legislation for Local Governments. Paper, 22 pp., 75 cents. Published by the National Municipal League, 299 Broadway, New York 7, N. Y.

This model law, one of a series by the National Municipal League's Committee, is devoted to the vital matter of balancing income and outgo. It provides safeguards against overestimating income a practice which many municipalities, school boards, and counties faced during the depression. Borrowing in anticipation of taxes also is sharply restricted.

Community Survey of West Fork, Arkansas

Paper, 48 pp., mimeographed. Compiled by committee representing the school officials, citizens, University staff, and graduate students of the College of Education. Published by the General Extension Div., University of Arkansas, Fayetteville.

A report of a survey of the community of West Fork, Ark., completed during the summer of 1948. Includes studies of the schools, agencies for community planning and co-ordination, employment and housing, public assistance, recreation, family welfare, racial minorities, and the foreign-born.

Developing School Plant Programs

Edited by Roald F. Campbell and John E. Marshall. Paper, 76 pp., \$1. Published by the Department of Elementary Education, University of Utah, Salt Lake City.

A study of school plant needs, covering the basic planning, the appraisal of the school plant, a study of the elementary schools, the secondary school plant, plans for maintenance and operation, state aid, and clinic technique.

The booklet contains a list of recommendations, a list of tables, and several illustrations.

Trends in City School Organization, 1938-1948

Compiled under the direction of Willard E. Givens. Paper, 39 pp. Bulletin No. 1, February, 1949. Issued by the Research Division of the National Education Association, Washington 6, D. C.

A report giving an overview of selected practices in school organization in city school systems. It indicates in broad outline the scope of city school programs, the administrative units, the grade groupings, the existence of special schools, departments, and services, the length of the school period, the school day, and school year, the class size, and trends in school management. The bulletin will be found helpful to administrators and school supervisors in city school systems who are faced with the setting up of school policies and procedures.

Redevelopment and School Housing on the Lower East Side

Compiled by George F. Pigott, Jr., Associate Superintendent of New York City schools. Paper, 35 pp. Published by the New York City board of education at 110 Livingston St., Brooklyn 2, N. Y.

This report, one of a series prepared on community Studies of School Building Needs, deals with school and community conditions on the Lower East Side of Manhattan Island, from Brooklyn Bridge to 23rd Street. It includes a study of public and private housing developments, changing conditions in the vicinity, and declining population trends as these affect school facilities.

The leadership which New York City schools are assuming in preparing studies like the present should be emulated by other communities, particularly by the larger cities. The Lower East Side of New York City has social and economic situations to which a sound school building program will contribute.

Study of Public-School Building Needs, Sidney, Ohio

By J. H. Herrick, et al. Paper, 81 pp. College of Education, Ohio State University, Columbus.

Sidney, an industrial and agricultural center of 11,000 population in Western Ohio, has a slow growth in population. The average age of the school plant is 52 years, and four of the seven elementary school buildings are distinctly unsatisfactory when judged by the Holy-Arnold score card. The present report suggests the reorganization of the schools on a six-six plan, the abandonment of three elementary schools, the complete replacement of two buildings, and the remodeling of two elementary schools and the high school. The total cost is estimated at \$1,413,148 and should be met by a bond issue.

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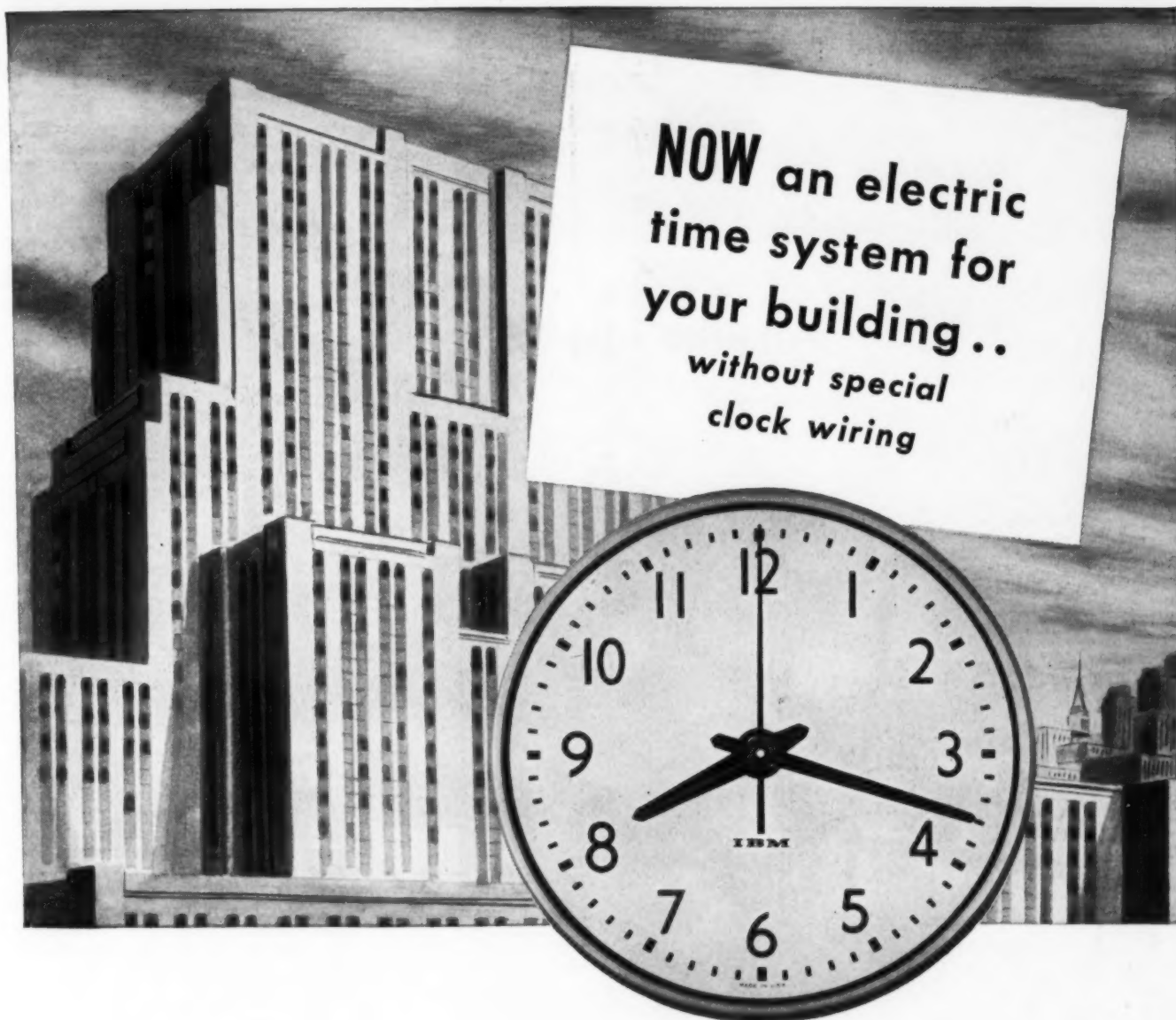
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with that in several of the nation's largest cities. The board is expected to distribute the balance of the \$400,000 as follows: \$12,000 for clerks, \$9,000 for custodians, and \$6,000 for assistant custodians.

After the new schedule was announced, Supt. Schinnerer announced he would seek 175 new teachers for the elementary schools this fall, 75 of them to lower the pupil-teacher ratio from 38.3 to 35 and the rest to replace normal losses.

TEACHERS' SALARY NEWS

▶ The New Jersey state legislature has passed a bill, raising the minimum pay of teachers from \$2,000 to \$2,200. The governor had previously recommended a \$2,500 minimum but the state senate restricted it to \$2,200.

▶ Emporia, Kans. All teachers have been given increases of \$100 per year. The increase affects 100 teachers.

▶ Ottawa, Kans. Salary increases of 5 per cent have been given all members of the teaching staff.

▶ Concordia, Kans. The school board has approved salary increases, ranging from 4½ to 6 per cent, for teachers. In the high school, the minimum for women teachers will be \$2,350, and for men teachers, \$2,900. The minimum in the elementary schools will be \$2,175.

▶ Neodesha, Kans. The school board has adopted a new salary schedule for 1949, calling for increases amounting to \$9,000. The increases affect faculty members, administrative personnel, clerks, treasurers, office, and custodial workers.

▶ Salem, Mass. Cost-of-living increases averaging \$200 a year have been given to all members of the teaching staff.

▶ Jefferson City, Mo. The school board has approved salary increases averaging \$100 per year for teachers. Teachers with degrees new to the schools were given \$200 salary increases.

▶ Fairfield, Iowa. The school board has adopted a new salary schedule, calling for base pay increases of \$90 for all personnel and additional increases for grade school instructors. The schedule also provides increases, ranging up to \$200, for teachers holding college degrees.

▶ Fulton, Mo. Blanket increases of \$200 per year for all teachers have been voted by the school board. The amount of the increases will reach \$9,000.

▶ McPherson, Kans. Salary increases averaging about \$150 per teacher have been given by the school board for the 1949 school year. The entire schedule was raised 5 per cent.

▶ Little Rock, Ark. The school board has voted to give increases of 7½ per cent to all teachers.

▶ Blair, Nebr. The school board has voted increases of \$200 per year to all teachers. The increase raises the minimum salary to \$2,000.

▶ Junction City, Kans. A general salary increase of \$150 per teacher has been approved by the school board for the year 1949. Reappointed teachers will receive annual increments of \$50.

▶ Salina, Kans. The school board has adopted a new salary schedule for 1949, based on teaching experience and professional preparation. The minimum salary of \$1,850 is retained, but for women the scale goes up to \$2,240 for 114 college hours, and \$2,275 for degrees. Salaries for those with graduate hours starts at \$2,295 for four hours up to \$2,450 for a master's degree. There are also increments for teaching experience, starting with \$50 for 1 year, \$100 for 2 years, on up to \$600 for 15 years. The maximums are \$2,875 for a bachelor's degree, and \$3,050 for a master's degree.

▶ Liberty, Mo. All members of the teaching staff have been given salary increases, in addition to adjustments on contracts for the year with increases of \$10 per teacher.

▶ Chanute, Kans. The school board has approved average increases of \$125 for teachers, and increases of \$225 for administrators. Teachers with master's degrees were given increases of \$125; teachers with bachelor's degrees, \$100; nondegree teachers with 90 to 120 hours' professional training, \$75; nondegree teachers with 60 to 90 hours, \$50; school administrators, \$225.

TEACHERS' SALARIES



CLEVELAND RAISES SALARIES

The Cleveland board of education has voted the teachers of its public school system the highest minimum salary, \$2,700, of any large Ohio city, granting them \$300 annual increases for the 1949-50 academic term, the raises in 1950 to depend upon passage of a tax levy this year.

The increases, agreed upon after frequent requests by representatives of teacher organizations, will come from \$373,000 of \$400,000 which was "salvaged" from the board's record 1949 budget of \$22,539,041.

All certificated employees, from administrators to school nurses, will benefit in the change. Cleveland teachers' salary schedule now is \$2,400 minimum and \$4,500 maximum.

In September the raises will become effective, the teachers to get \$100 between then and December, but whether the additional money is to continue into next year will hinge on a 1-mill levy the board proposes to submit to the electorate. Should a levy be submitted and fail, salary schedules will revert to their present levels January 1.

It was pointed out in a resolution granting the increases that teachers who had not attained a bachelor's degree would begin at the present figure of \$2,400.

Supt. Mark C. Schinnerer told the board the new schedule would help him in securing teachers for the September opening of school. He recalled that the new schedule's minimum was the best of the large cities in Ohio and compared favorably

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PERSONAL NEWS

SELMER H. BERG GOES TO OAKLAND, CALIF.

Selmer H. Berg, who was appointed on April 4 as superintendent of schools at Oakland, Calif., will assume his new office on July 1.

Mr. Berg, a recognized figure in education, is a graduate of St. Olaf College in Minnesota, and holds an M.A. degree from the Minnesota State University. He has been superintendent in St. Paul since 1947, and previous to that was superintendent in Rock Island, Ill., from 1924 to 1937, and in Rockford, from 1937 to 1946.

He has contributed articles to many of the leading educational periodicals. He has served as president of the Northwestern Division of the Illinois Education Association, as president of the Western Illinois Superintendents' Association, and as vice-president of the Illinois City Superintendents' Association.

PASSING OF SUPERINTENDENT NEVELN

S. T. Neveln, for 28 years superintendent of the schools of Austin, Minn., died in St. Olaf Hospital May 2, after a long illness. He had tendered his resignation March 30 and had arranged for a party for his successor, L. S. Harbo.

A schoolman for 51 years, Mr. Neveln started teaching in the rural schools of Iowa. He attended Des Moines College, received his A.B. degree from Iowa Teachers College, and completed his graduate work at the University of Minnesota.

He was superintendent successively in four Iowa towns until 1921. In that year he was elected to head the schools of Austin, Minn. During his period of service

at Austin he was responsible for the improvement of the school plant and for the introduction of new activities and courses of study. He kept the city system well abreast of modern educational trends and was responsible for many new features. He was active in community work and social welfare.

He is survived by his wife, a daughter, and a son.

PERSONAL NEWS OF SUPERINTENDENTS

► SUPT. OSCAR V. ROSE, of Midwest City, Okla., has been re-elected for the next year.

► WALTER EDWARDS has been elected superintendent of schools at Riceville, Iowa.

► SUPT. A. J. EVANS, of Hinton, Okla., has been re-elected for another year.

► SUPT. U. W. LACEY, of Erick, Okla., has been re-elected for the next year.

► D. L. FRIEDLUND has been elected superintendent of schools at Aurelia, Iowa.

► VERNE E. MILLER, of Burnside, Iowa, has been elected superintendent of schools at Conrad, to succeed R. G. Smith.

► RAYMOND BYERS, of Farson, Iowa, has been elected superintendent at Fremont.

► SUPT. PAUL J. SIMONS, of Stuart, Iowa, has been re-elected for a three-year term.

► T. C. TIBBITTS, of Urbana, Iowa, has been elected supervising principal at Marion.

► SUPT. H. H. LEASE, of Madrid, Iowa, has been re-elected for another year.

► MERLE STROM, of Lyons, Nebr., has accepted a teaching position at the Nebraska University and will work for his doctor's degree.

► E. D. WYLLIE, of Lone Tree, Iowa, has accepted the superintendency at Redfield.

► SUPT. HARRY A. BURKE, of Omaha, Nebr., has been re-elected for a three-year term, with an increase of \$1,000 per year.

► WALDEN T. SMITH, of New Era, Iowa, has accepted the superintendency at Huron.

► SUPT. P. C. LAPHAM, of Charles City, Iowa, has been re-elected for his twenty-third term.

► SUPT. R. C. NICHOLS, of Miami, Okla., has been re-elected for another year.

► SUPT. JACK HAY of Shidler, Okla., has been re-elected for the next year.

► SUPT. JOE E. MARTIN, of Ellsworth, Kans., has been re-elected for another year.

► SUPT. G. S. SANDERS, of Idabel, Okla., has been re-elected for the next year.

► Commissioner of Education Earl James McGrath, of the U. S. Office of Education, has announced the appointment of RALL I. GRIGSBY as Deputy Commissioner. Dr. Grigsby, a member of the staff since 1939, had served as acting commissioner from July 15, 1948, when Dr. Studebaker resigned, until March 18, when Dr. McGrath assumed office.

► SUPT. THOMAS B. PORTWOOD, of San Antonio, Tex., has been re-elected for a five-year term, beginning September 1.

► ASST. SUPT. WILLIAM J. BARRY, of Boston, Mass., has been re-elected for another term beginning September 1, 1949.

► ROBERT H. KRIEGER has been elected superintendent of schools at Oswego, Kans.

► A. H. SCHULER, of Forest City, Iowa, has been given a new three-year contract.

► G. W. BERRIER, of Bristow, Iowa, has accepted the superintendency at Millersburg.

► RAY L. HELT, of Delhi, Iowa, has accepted the superintendency at Quasqueton, where he succeeds E. C. R. Jordan.

► RAY KEEVER, of Prescott, Iowa, has resigned to accept the superintendency at Thurman.

► JAMES R. FRAZIER has been elected superintendent of schools in School Dist. 22, Wewoka, Okla.

► SUPT. ELBERT L. COSTNER, of Poteau, Okla., has been re-elected for a four-year term.

► SUPT. H. D. SIMMONS, of Muskogee, Okla., has been re-elected.

► THOMAS D. KELLEY, of Chariton, Iowa, has been elected assistant superintendent at Wichita, Kans.

► ROBERT H. MCCOLLUM, of El Dorado, Kans., has been appointed co-ordinator of athletic, health, and physical education programs for the entire school system.

► SUPT. Z. T. FORTESCUE, of Port Arthur, Tex., has been re-elected for a five-year term.

COMING CONVENTIONS

July 3-8. National Education Association, at Boston, Mass. Headquarters, Statler Hotel. Business Manager, H. A. Allan, 1201—16th St., N.W., Washington 6, D. C. Attendance, 3500.

July 11-12. Department of Elementary School Principals (NEA), at Boston, Mass. Secretary, Eva G. Pinkston, 1201—16th St., N.W., Washington 6, D. C. Attendance, 500.

July 29-Aug. 3. Film Council of America, at Chicago, Ill. Headquarters, Hotel Sherman. Secretary, Glen Burch, Film Council of America, 6 West Ontario St., Chicago 10, Ill.

PERSONAL NEWS OF SCHOOL OFFICIALS



► Mayor Kennelly, of Chicago, has reappointed two school board members whose terms expired May 1. They are SYDNEY P. BROWN, attorney, and JOHN DOHERTY, an official of the CIO United Steel Workers' Union. The appointments are for five years.

► Mrs. EDWARD C. MAGDEBURGER, who has taken her seat on the school board of Washington, D. C., will fill the unexpired term of Mrs. Henry Grattan Doyle, who resigned recently. Mrs. Magdeburger is the mother of five children, all of whom attend the district schools.

► Mrs. IRMA H. FRIEDE, a former member of the St. Louis, Mo., school board, has been re-elected. Dr. HERBERT O. WINTER and H. M. STOLAR, incumbents, have also been re-elected.

► Six new school board members have been elected in Wichita, Kans. They include GORDON JONES, WILBUR ANDERSON, JOHN BOYER, EDRA WEATHERS, M. W. WHITELAW, and Dr. HUGH SIMS.

► A. O. LERMA and Mrs. HARRY EATON are the new members of the board at Corpus Christi, Tex.

► CORNELIUS J. WALSH has been appointed a member of the New York City board of education representing the Bronx. He succeeds Anthony J. Campagna, who was an appointee of the late Mayor LaGuardia.

► GEORGE H. NEWTON has been re-elected president of the board at Graham, Tex.

► The school board at Mexico, Mo., has reorganized with SAM D. GROFF as president, and Mrs. P. C. EKEEN as vice-president.

► Dr. WILLIAM MELDRUM has been re-elected president of the board at Fulton, Mo.

► The school board at Glasgow, Mo., has reorganized with LEWIS AMICK as president; WALDO LAMB as vice-president; and FRANK KALLMEYER as secretary.

► JOHN BOND has been elected president of the board at Jefferson City, Mo.

► HERMAN BLOESS has been re-elected president of the board at Sedalia, Mo.

► The school board at Texas City, Tex., has reorganized with A. O. WATSON as president; ALBERT H. BARTH as vice-president; and EDWARD JAEGER as secretary.

► The school board at Austin, Tex., has reorganized with RONALD BYRAM as president; GUS J. MOOS as vice-president; and Mrs. HAL P. BYBEE as secretary.

► RILEY SMITH has been re-elected president of the board at Poteau, Okla.

► H. O. THOMPSON has been elected president of the board at Plainview, Mo.

► The school board at Joplin, Mo., has reorganized with JOE HARDING as president, and HERBERT VAN FLEET as vice-president.

► Dr. FLOYD YALE has been elected president of the board at Independence, Mo.

► C. C. HAMM has been elected president of the board at Vernon, Tex. Dr. JAMES J. MUIRHEAD was elected vice-president.

► LEE SCHILLING has been elected president of the board at Pineville, Mo. B. E. BRADLEY was named vice-president.

► THEO. WILBURN has been re-elected president of the school board at Goose Creek, Tex.

► R. D. CLAUS has been re-elected president of the board at Manley, Iowa.

► Los Angeles, Tex. The Los Angeles Heights Independent District board has reorganized with M. B. BAREFIELD as president and ERNEST HINKSON as vice-president. Mrs. FREDERICK BIEBERDORF was named secretary.

► FRANK SPARKS has been re-elected clerk of the board at Davidson, Okla.

► L. B. HARDY has been elected president of the board at Fort Madison, Iowa.

► WILLIAM SCHUMACHER has been elected president of the school board of St. Louis, Mo., to succeed Dr. C. Oscar Johnson.

► C. C. MORRISON and O. W. COLLINS have been elected president and vice-president of the Port Arthur, Tex., school board.

► HERMAN SMITH has been elected president of the board at Amarillo, Tex. E. M. BLACKBURN was named vice-president.

► Dr. NICHOLAS A. MASTROIANNI has been re-elected president of the school board at Milton, Mass. ANNA M. O'BRIEN was re-elected as vice-president.

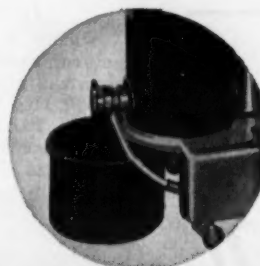
► Dr. THOMAS H. O'LEARY has been elected president of the board at Stoughton, Mass.

► CLINTON E. BARTON has been elected president of the board at North Attleboro, Mass. Rev. JOHN BOWMAR was named secretary.

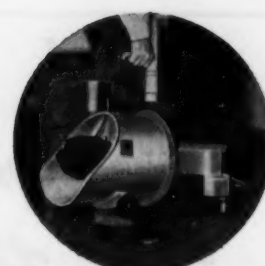
► Dr. GERALD W. LOERKE has been elected president of the board at Ottumwa, Iowa. C. D. EVANS was named vice-president.



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TRULY PORTABLE

All this - and more IN SPENCER PORTABLE VACUUM CLEANERS

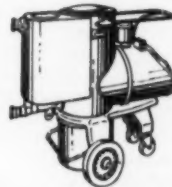
The swivel handle is an important feature that distinguishes Spencer from most other commercial cleaners. It enables a fast push and pull and without tiring the operator.

The large Spencer dirt cans need emptying less frequently and are removed by a foot lever and rolled on casters. The bag is shaken while still in the machine, clean side out.

Any woman can lift the ½ HP Multi-Vac Jr. A porter can carry the ¾ HP Multi-Vac Sr. upstairs or down and the 1 HP Commercial rolls on ball bearings quickly and easily. Reverse connections for spraying or blowing. Attachments for special duties shown below. Spencers are built and rated for continuous service, by pioneers of heavy duty commercial and industrial vacuum cleaning.

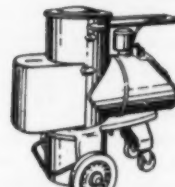
ASK FOR A DEMONSTRATION... Or write for Bulletin No. 114-D

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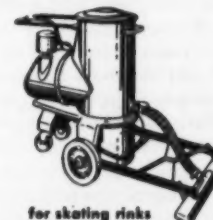


Wet separator

DRY →



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for skating rinks and gymnasiums

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HARTFORD
THE SPENCER TURBINE CO.
HARTFORD 6, CONN.

COMMERCIAL VACUUM CLEANING

PORTABLE ½ H.P. TO 100 H.P. STATIONARY

► Dr. FLOYD YALE has been elected president of the school board at Kansas City, Mo., to succeed John Luff.

► C. E. FROST has been re-elected clerk of the board at Hydro, Okla.

► CHARLES PENNINGROTH has been re-elected president of the board at Cedar Rapids, Iowa.

► PAUL ROSE has been elected president of the board at Marion, Iowa.

► JOHN C. COWAN has been re-elected clerk of the board at Carnegie, Okla.

► LOREN MCGEE has been elected president of the board at Lovilia, Iowa.

► T. WILLIAM LANDSCHULZ has been elected president of the board at Dubuque, Iowa. FRANK HARDIE was named vice-president.

► GALEN M. LYONS has been appointed a member of the department of business administration of the schools at Cincinnati, Ohio.

► HAROLD GARTNER has been elected secretary of the Buffalo consolidated school board at Buffalo, Iowa.

► E. H. SCHMIDT has been appointed director of elementary education at Garden City, Kans. The position was recently created to meet an expansion of the elementary school system.

► Dr. KELLY RAWLINS has been elected president of the school board at Holden, Mo. WILLIAM RAKER was named vice-president.

► SUPT. GEORGE L. BLACKWELL, of St. Joseph, Mo., has been re-elected for a new four-year term.

► H. H. HARNACK, of Milford, Iowa, has taken the superintendency at Dumont.

► E. N. DENNARD, of Marshall, Tex., has been elected assistant superintendent in charge of administration, at Dallas, Tex.

MR. W. C. GORDON RETIRES AT MARSHALL, MISSOURI

W. C. Gordon, who is retiring this year as a member of the school board of Marshall, Mo., has been a member of the board for 33 years. He had served continuously as president for a period of 26 years.

Mr. Gordon is considered one of the outstanding board members of the state of Missouri. He is president of the Farmers Savings Bank of Marshall and is interested in local community betterment. He is a graduate of Harvard University and is a gentleman that anyone would class as a scholar.

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HOUSTON SCHOOL NEWS

William G. Farrington, well-known real estate and community developer of Houston, was elected chairman of the school board at the annual election. Ewing Werline, outgoing chairman, objected to Mr. Farrington on the grounds that he was not well enough acquainted with the work, and nominated Dr. Henry A. Peterson, who had served on the board for several years. But Mr. Farrington won on a vote of 4-2.

The newly elected chairman said that his life had been that of a businessman, and executive head of his personal business. "I have no training as an educator, nor do I set myself up as such. I believe that the school board as a democratic body should function as a policy-making body and act as an appraisal body on recommendations given it by executive officers or members."

Other officers of the board are C. W. McPhail, vice-president of the Houston Lighting and Power Company, Dr. M. C. Taylor and Dr. Peterson. Dr. Ray K. Dailey was installed as a member for her fourth time, and Mrs. Olan Rogers, former head of the Houston Council, Parent Teachers Association, was installed for her first term.

Following Mrs. Rogers' first public recommendation which was that she would like to see citizens' educational advisory councils formed in all parts of the Houston school district, a committee of this type was formed in Superintendent W. E. Moreland's office following the election of the new board. It is a citizens' advisory commission on adult, technical, and vocational education in the public schools, with Fred Fisher, as chairman. The committee to be formed of representatives of business, labor, and industry, will serve as a study group which will make recommendations to the superintendent, who in turn will make them to the school board.

WORCESTER SCHOOL NEWS

The Worcester, Mass., school department has embarked on a long range program of school building construction, following a report of Dr. H. H. Linn, of Columbia University. Mayor Charles F. Jeff Sullivan has asked for nearly \$800,000 for immediate additions to the Columbus Park, May Street, and West Boylston Street schools, most of it under loan provisions authorized by the legislature. The city can borrow up to one million dollars for school construction.

The Mayor says the state will pay 25 per cent of the cost under a 1948 law if the city supplies the contract details by June 1, which it proposes to do. The contract for the eight-room addition to the May Street school has been awarded to Francis Harvey & Sons, Inc., of Worcester, for \$324,897. Bids have been received on the other proposed additions. The Linn report gave top priority to the May Street and Columbus Park additions.

Looking ahead the school committee has selected sites for a one-million-dollar junior high school at Rockwood field, a \$1,800,000 junior high school, and a \$600,000 elementary-junior high school. The Linn report said these were urgently needed in the proposed \$21,850,000 building program which it recommended for long-range accomplishment.

The elementary-junior high school on 10 acres of Home Farm property would take care of children from the St. Nicholas Trust Housing project and the planned Worcester Housing Authority project on Boylston Street.

Dr. Linn did not recommend the elementary-junior high school at the proposed site but did recommend one be built on Clark Street before 1955. When he made his survey the 400-family veterans rental project on Home Farm property had not been proposed.

TULSA SCHOOL BUILDING PROGRAM MAKES PROGRESS

The board of education of Tulsa, Okla., is making progress with its school building program and has given the green light to a number of major building projects. The second floor cafeteria at the Woodrow Wilson Junior High School has been remodeled into a general craft shop and speech

room. The foods and clothing laboratory is being modernized and a new concrete cafeteria will be erected.

The board has taken bids for the remodeling of the Riley Elementary School. A new combination gymnasium-auditorium and a cafeteria-library are being erected. Bids have been received for an extension of the north wing of the Cleveland Junior High School to provide a library and general shops. A combination auditorium-gymnasium is being built for the Robertson Elementary School. Bids have been received for additional housing units at three further schools.

SCHOOL LAW CHANGES TO AID IOWA SCHOOLS

The Iowa Association of School Boards has reported that the state legislature will finance the schools of the state for the next two years according to three main classifications. The legislature has appropriated \$12,000,000 per year, to be apportioned to the schools on the basis of average daily attendance, the apportionment to be made November 1, 1949, and November, 1950. School boards in adopting their budgets, must compute their income from this source at the rate of 17 cents per child per day in grades kindergarten through eighth, and 20 cents per child per day in grades nine through twelve, and 25 cents per student in junior college.

On the basis of current figures, it is estimated that the \$12,000,000 will pay 97 per cent of the formula. The payment will be made on a maximum of 180 days of schoolwork. Days lost because of weather, road conditions, or epidemics will be included in the 180 days.

BOSTON SETS UP HUGE BUDGET

The business manager of the Boston school committee has prepared a budget calling for a total appropriation of \$25,724,444 for the year 1949. The budget includes \$22,408,375 for general school purposes; \$2,564,393 for alteration and repair of school buildings, furniture, and fixtures; \$751,675 for land and buildings for schools and rental of school accommodations.

SCHOOL BONDS SOLD

Shasta Union High School District, Shasta, Calif., has sold \$1,750,000 serial bonds, due June 15, 1950 to 1969, for \$100.1765. Interest to be paid is 1 3/4, 2, and 2 1/4 per cent according to length of term.

The school board at Reading, Pa., has sold to a local bank an issue of \$450,000 in bonds, due 1951 to 1959, at 100.041, with an annual interest rate of 1 1/4 per cent.

WILL HOLD CUSTODIANS' SCHOOL IN AMES, IOWA

The 1949 custodians' school will be held June 13 to 18, at the Iowa State College, Ames, Iowa. A complete program has been prepared for the benefit of custodians in consolidated and one-man school buildings, and for those who need only one section or the other.

The program includes sections on heating and ventilation and on housekeeping. There will also be a class for those preparing for an engineer's license.

SCHOOL BUILDING CONSTRUCTION

During the month of April, 1949, contracts were let in 11 states west of the Rocky Mountains for 24 school buildings, to cost \$9,176,621. During the same period, 23 buildings were reported in preliminary stages, to cost an estimated \$4,058,840.

Dodge reports that during April, 1949, in 37 Eastern States, contracts were let for 413 additional buildings, to cost \$68,433,000.

SCHOOL BOND SALES

During the month of April, 1949, permanent school bonds in the amount of \$31,678,430 were sold.

The outstanding state totals were: Texas, \$5,721,000; California, \$3,220,000; Iowa, \$3,515,000; Minnesota, \$2,189,830; Oregon, \$2,912,400; Massachusetts, \$1,604,700.

The average yield of twenty city bond issues at the end of the month was 2.13 per cent.

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Better Equipment Makes a Better School

A Centralized Sound System for Schools

William K. Cumming, Jr.

No school today can call itself modern unless it places a great deal of emphasis on an integrated radio and sound system as an instrument of learning. The broadening scope of educational activities, particularly in large schools, makes such a system important school plant equipment.

The heart of any well-designed school sound system is an announcing studio and control room. If these rooms are coupled together in one unit and centralized, all other audio operations can be built around them.

Special consideration should be given to placement of the studio and control room in the quietest part of the school building. Plans should contain specifications for air conditioning of the rooms. A complete sound conditioning setup also should be provided—conduits, both intake and exhaust, should be baffled, insulated, and if possible, floated.

A Sound Lock Is Advisable

A sound lock which can serve as an entrance to both rooms and protect them from outside disturbances is advisable. Doors leading from the sound lock, if of the sound insulating type, will close quietly. They should also be large enough and should be so placed as to allow easy passage of pianos and large musical instruments.

Overhead supports will prevent damage to microphone cables in the studio. A signal light fitted to the microphone stand will indicate when the mike is alive. It is advisable that windows in the outside wall of the studio be double-glassed and sealed.

Double ¼-inch plate glass with a minimum of 1½ inches dead air space between panes should be fixed between the studio and the control room. Viewing area can vary from 1 to 1½ yards above floor level and extend to about 3½ yards above the floor. It should be wide enough, however, to provide for full vision side to side.

Electric clocks with red sweep second hands help provide for efficient studio and control room operation. It is preferable that lighting switches and transformer starter for fluorescent lights be placed in the control room rather than in the studio. And, in order that wiring for the centralized unit be adequate, minimum capacity should be 20 amperes.

Ample storage space should be provided in the control room for records and transcriptions, incoming and outgoing connections, power amplifiers and so on.

The control panel is the main feature of the centralized control room. Latest sound systems have units that are flexible enough in operation to provide communications for from 15 to 60 classrooms.

The best panels offer simultaneous use of

four or more communication channels. Two microphones and a phonograph may be mixed and, at the same time communication can be carried on with any room in the school building via a separate communication channel.

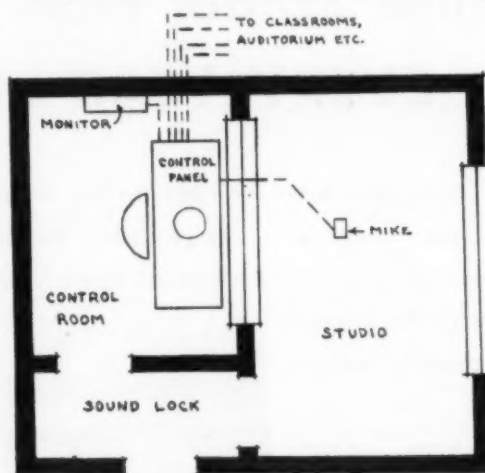
Most control units have monitor speakers which can be used as microphones. Panels also have provisions for separate connection of microphones so that they can be used by students in the studio for actual radio-type broadcasting.

Use of Mixing Arrangements

Mixing arrangements with multiple channel units allow introductory or explanatory remarks by the principal or operator for any program, such as a radio program of particular significance to students, without interruption of the program itself.

Also, music from records can be supplied as a suitable background for dramatic skits, for programs that originate in the studio and so on. Then, too, if one pickup is located on the stage of a school's auditorium, sound effects may originate at still another microphone while a musical background from the phono channel is played at the same time.

A school in the market for a control panel should pick one that allows a studio microphone and the phonograph of the control unit phonograph (or a separate turntable) to be fed into the auditorium and mixed with the program originating there. In many cases this



A typical studio, control room, and sound lock unit for a centralized sound system. The key piece of equipment is a desk-mounted control panel with turntable. Volume and quality of programs originating in the studio are checked by a monitor speaker on the wall of the control room. All signals from the control room may be clearly seen in the studio.

can eliminate the need for a separate auditorium sound system.

Also, with a properly integrated sound system, programs originating in the school's auditorium can be fed into the central control panel and be distributed throughout the school to any room or group of rooms desired.

Similarly, programs or announcements originating in a classroom may be distributed to other rooms. This is possible since the latest type speakers for classrooms are especially compensated to act as high quality microphones. Thus, in effect, every classroom can be its own studio.

In such a setup, any classroom may initiate its own call to the central unit. This is accomplished through an annunciator system with plungers mounted beside each respective room's pushbutton on the central control cabinet.

When the classroom calls, an annunciator plunger is released and remains in that position indicating which room is calling. The annunciator system of registering provides an accurate record of any incoming calls during the absence of the principal or the operator of the control unit.

Control Panels Differ

Control panels vary from simple desk units to elaborate cabinet consoles with playback turntables and recorders. Panels with automatic record changers or transcription players are available also, and most manufacturers are working on built-in wire or tape recorder models.

Radio tuners, with highly sensitive AM and short wave receivers, are a part of units used by most schools. New models with high fidelity AM-FM receivers are beginning to make their appearance. Manual tuning and built-in tuning eyes virtually assure foolproof operation of these models.

An institution with a large budget allotted to a sound system may want to construct a complete laboratory with large studio, small studio and a separate announce room with mike and turntable for transcription playing.

If microphones are to be operated at a considerable distance from control units, however, it is best that low impedance microphone input transformers be built in. These transformers allow attachment of several unparallelled mike outlets also.

A school can go even farther and combine its sound system with a film projection room. And proper planning today can provide a nicely integrated, efficient audio-visual center within any institution thus assuring quality education for tomorrow.

COINSURANCE CLAUSE

In his discussion of an insurance program in the May SCHOOL BOARD JOURNAL, page 39, Supt. George A. Eichler referred to the coinsurance plan for fire protection and discussed the value of the 90 per cent coinsurance clause. Generally throughout the United States, the 90 per cent coinsurance clause means merely that the insured party must maintain the insurance at 90 per cent of the true value of the property. In case of a total loss, the actual face value of the policy which would be 90 per cent of the total value, would be recovered. — Editor.

\$442⁵⁰

SUGGESTED
LIST PRICE



The RCA "400" junior

The Only Fully Professional Quality Single Case
Standard 16mm Sound Motion Picture Projector



*First in Sound...
Finest in Projection*

Made by the world's foremost manu-
facturer of sound and projection equip-
ment for the motion picture industry.



VISUAL PRODUCTS
RADIO CORPORATION of AMERICA
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

Fill in and mail coupon for detailed information

VISUAL PRODUCTS (Dept. 1F)
Radio Corporation of America, Camden, N. J.
Please send me complete information on the RCA
"400" Junior Single Case Sound Motion Picture
Projector.

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School

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City

State

†Prices do not apply outside the continental U. S. A.

54% Over Average

Gain in
Grade
Placement



59 Remedial Readers

..... 20 minutes' daily use of
KEYSTONE Tachistoscope



This study, recently conducted in a public school, produced results that may be accepted as typical.

Obviously there can be no prediction of the gain in grade placement under other conditions . . . but an examination of this remedial reading study (and others made with regular classes) will be helpful in approximating the progress attainable.

The Reports of Tachistoscopic Studies will be sent upon request, entirely without obligation.

KEYSTONE VIEW CO., Meadville, Pa.

SINCE 1892 ~ PRODUCERS OF SUPERIOR VISUAL AIDS

140 leading reading clinics and 1,000 school systems are using the Keystone Tachistoscope successfully.



► Houston, Tex. Mrs. Olon Rogers, newly appointed member of the school board, has proposed the employment of a trained woman to act as head of the school lunchrooms. Mrs. Rogers believes that a trained director would eliminate waste and inefficiency in many places. Mrs. Rogers also proposes the setting up of an educational advisory committee, composed of a cross section of citizens of the city, to act as a supplement to the school board.

► Normandy, Mo. The school board has approved a six weeks' summer recreation program

for children of all ages in the school district. A day-camp program will be conducted at the high school from July 5 to August 12. The arts and crafts rooms, the "little theater," the gymnasium, and the school grounds will be used as facilities.

► Gary, Ind. The school board has ordered the school buildings closed on Saturdays for the remainder of the school year. The action is the result of a new contract with the AFL building service employees which provides a 40-hour work week and time and a half for overtime. School clerks, who formerly worked on a staggered schedule, will now have Saturdays free.

► Savannah, Ga. The citizens' committee has undertaken the second phase of its work toward bettering education in Chatham County. The committee has taken the form of a permanent body to aid the board in carrying through the recommendations of the survey experts.

► Louisville, Ky. The right of Unions to speak for school employees has been recognized by the school board in a 3 to 2 vote. The recognition does not include bargaining rights which the board cannot grant legally.

► Kansas City, Mo. A full 40 weeks' school term for the public schools in 1949 has been ordered by the school board. The action added two weeks to the school term and is based upon a financial statement of school district revenues and expenditures prepared by Dr. Harold E. Moore, superintendent of schools. It was announced that 99 per cent of the money needed to complete a full term has been collected, and the remaining 1 per cent, or \$100,000 will shortly be available. A saving of \$643,700 from the expenditures of 1948 has been made in the school budget for 1949. The effect of the economies in operation has been to reduce the \$11,508,575 budget for the school year to \$10,864,875. It is expected that the school board will be able to maintain a \$500,000 balance at the end of the 40 weeks' term to start the next school year, and \$320,000 for payment into the teacher retirement fund. In addition to the operating balance and retirement payment, a cash balance of \$25,000 to \$50,000 will remain at the end of the term.

► San Angelo, Tex. The school board has appropriated \$2,500 as its share in a summer recreation program.

► Seymour, Conn. The school board has considered a proposal of the firm of Engelhardt, Engelhardt & Leggett, educational consultants, to conduct a proposed survey of the city schools. The survey will cost approximately \$2,500.

► Trinidad, Colo. The school board has been asked to approve a proposed summer music program for elementary and high school students. A total of 15 courses will be offered each week.

► St. Louis, Mo. The board of education has received bids for its new school FM Radio Station, to cost approximately \$36,874. Frequency modulation equipment for the station, to be housed in the Audio Visual Building, will cost \$14,500. The tower is designed so that a television antenna may be added if necessary. The board will shortly consider a proposal for the creation of the position of radio technician.

► West Springfield, Mass. The school board has voted to remove the ban against the employment of members of families and relatives of school board members. The board will endeavor to employ capable teachers despite any ties with board members.

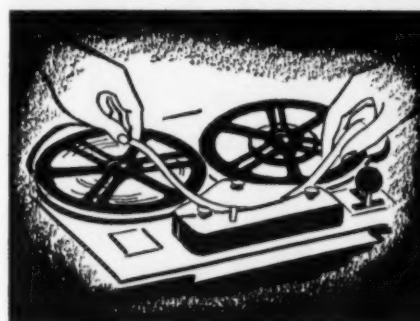
CLASSROOM VISITATION AS A PHASE OF SUPERVISION

(Concluded from page 40)

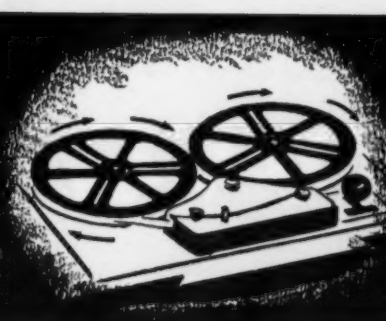
Another significant phase of the visitation program pertains to keeping records of class observations. Wide differences are found in prevailing practices. They range from situations where few, if any, records are kept, to instances where detailed information is recorded and used as a basis for subsequent supervisory activity. Opinions are expressed frequently that records of visits should be brief, contain significant data, and be readily available for reference as needs arise.

In the final analysis, it is apparent that classroom visitation can be a highly effective part of the supervisory process. It attains this desirable goal when a co-operative spirit prevails among supervisory leaders, teachers, and others; when the capacities, attitudes, and personalities of individuals are carefully respected, and when the major purpose of visits and conferences is focused upon helping pupils to grow as individuals and as groups.

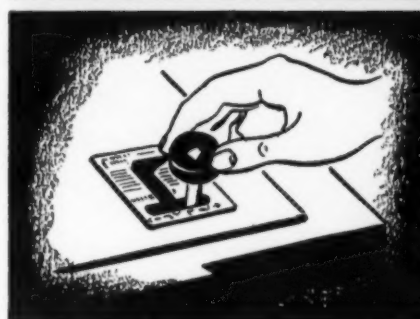
The **SOUNDMIRROR*** Recorder offers you Real Classroom Advantages!



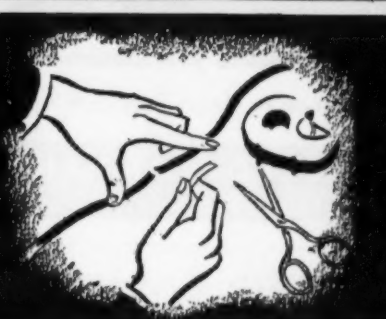
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recording tape is
easy to load!



Recordings re-
wind in seconds!



Fast forward and
reverse speed
makes selection
of particular re-
cording easy for
playback!



"Magic Ribbon"
recordings are
easy to "edit"
and splice with
ordinary cellu-
lose tape!



SEE AND HEAR IT
YOURSELF

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*Trade Mark Reg.

*It's so simple to operate that any teacher
or any student can use it!*

Because of its complete simplicity, the "SOUNDMIRROR" opens new educational possibilities to every department of your school. In *language* study your students can *record* and *criticize* their own mistakes—in *drama* new techniques of *delivery*, sound effects, and *expression* are easy with the "SOUNDMIRROR". Your *debate* teams can *perfect* their techniques, your *choral*, orchestra, and band groups can hear themselves and *learn* by *doing* better! *Recordings* direct from the radio of *historical* events make an excellent *reference* library! The exact high fidelity reproduction of the "SOUNDMIRROR" catches stuttering or stammering for teacher and student to hear and correct. Truly, the "SOUNDMIRROR" means new ways of "*learning by doing*"!

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Please arrange a demonstration of the Soundmirror for me at
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For lighter, brighter classrooms



Hyloplate or Sterling
Litesite^{*}
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Here's LITESITE — the soft and textured green chalkboard color — designed to bring beauty and refreshing brightness to your classrooms.

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Manufacturers • Chicago Heights, Illinois



School Room
FURNITURE
Kindergarten
THROUGH
College
PHOENIX
CHAIR CO.
SHEBOYGAN, WISCONSIN

BUSINESSLIKE PROGRAMMING ESSENTIALS

(Concluded from page 32)

rivalry overwhelms academic prowess — would be to let "the fittest survive." No true educator will allow this rule to prevail, of course, and his ideals, his philosophy, his personal aims can temper the dominant traditions with ease through the Master Calendar device.

One caution: Permit such programming a gradual, normal growth until it becomes a fixed tradition. It is not a hidden trump to be slapped down joyously by the administrator who has blundered into an unhappy difficulty, within his school or his community.

THE AMERICAN SCHOOL — OPEN ALL YEAR!

(Concluded from page 18)

dangling participles, quadratic equations, Boyles's Law, etc. But if to some, summer school continues to appear a menace, to many, many more it opens up a wealth of worth-while, even exciting experiences which cannot be matched at home, the corner drugstore, or during the regular school term.

A second feature of note is the variety of sources which individual school systems judge important enough to justify keeping their doors open on a year-round basis.

A variety of services are offered including remedial instruction, vocational guidance, occupational training, part-time education, recreational activities, provision for accelerated progress, opportunities for students wishing to pursue special interests, implementation of teacher growth in-service, etc. Such an assortment of services stand as real evidence "that the school plant can serve its community on a year-round basis and that the education of youth is not an intermittent seasonal affair."¹¹

DEVELOPMENT OF AN ADULT EDUCATION PROGRAM

(Concluded from page 34)

yard, and journalism for local publicity chairmen.

Elements Making for Success

The forum has offered four major discussion programs this year, all of which have been very successful. The movie machine has been taken to thirty different meetings this season, and the duplicating machines have churned out many programs and notes for local groups.

The success of the adult school has depended greatly on diligent leadership, fine group leaders most of whom are not regular school teachers, a good publicity program, sound financial backing, but most of

¹¹Cline, Aleise, *op. cit.*, p. 81.

all to a community-wide approach to the project and its development.

IOWA IS PROFESSIONALIZING THE COUNTY SUPERINTENDENCY

(Concluded from page 51)

complaint of injuries to pupil on school ground during school hours; (12) regulate smoking on school property; (13) regulate teachers' methods of punishing children; (14) pass on conduct of city superintendent; (15) solve promotion problems; (16) settle boundary changes; (17) direct enforcement of compulsory attendance laws; (18) fix tuition of non-resident pupils in the grades and high school.

County superintendents must be champions of the best educational practices and opportunities of all the boys and girls of school age in a world of reality within his county. He must demonstrate leadership in educational services.

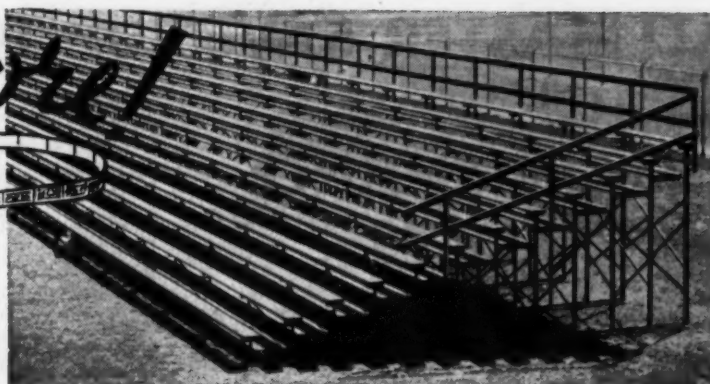
ANNOUNCES SCHOOL BUILDING SERVICE

Olof Z. Cervin, A.I.A., who has had wide experience in the planning and construction of school buildings, has announced his retirement from the firm of Cervin & Stuhler, architects. In the future he will be available to a limited number of clients for technical advice and counsel in the development of school building programs prior to the employment of the designing architects. His offices will be continued at 3400 Tenth Avenue, Rock Island, Ill.

William Stuhler has succeeded to the architectural practice of Cervin & Stuhler.

Only 3 months!

CAN YOU SEAT YOUR CAPACITY CROWDS AFTER THE TICKETS ARE SOLD?



There's only 3 more months before the '49 football season opens. Will you have enough seats for overflow crowds? You can still get your Universal Steel Grandstands in time for opening day. Select your needs from table below or specify space measurements or number of extra seats you'll need. We'll send an estimate of their cost. Use the coupon, NOW!

(PORTABLE WOOD BLEACHERS ARE ALSO AVAILABLE—NOW.)

TABLE OF SEATING CAPACITIES			
PLAN	LENGTH	ROWS HIGH	CAPACITY
No. 1	90'0"	8	520
No. 2	138'0"	10	1000
No. 3	198'0"	10	1430
No. 4	234'0"	12	2028

SEND US
YOUR
INQUIRY
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PRICES
NOW! →

Engineering Dept.
UNIVERSAL BLEACHER COMPANY
Champaign, Ill.

Without obligation to me, send a cost estimate on Plan No. _____ Our space measurements are _____ We need seats for _____ persons.

Name _____

Address _____

City - State _____

Universal

BLEACHER COMPANY

Bleacher Experts for Over 30 Years

NEW SUPPLIES AND EQUIPMENT

NEW REMINGTON ELECTRIC DELUXE TYPEWRITER

A 15-minute, full-color, 16mm. sound motion picture, featuring the advantages of electric typewriting, has been announced by Remington Rand, Inc.

The film entitled, "The New Remington Electric Deluxe Typewriter," stresses the all-purpose utility, the convenience, the quality of work, and the smart appearance of the famed line of Remington typewriters. It is narrated by Jean Paul King and produced by Seymour Zweibel productions. A free showing may be made upon request.

Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ—601.

JOHNSON TEMPERATURE AND AIR CONDITIONING CONTROL SYSTEMS

The development of the unit system of air conditioning has created new and wider uses for temperature control equipment, according to J. A. Cutler, president of the Johnson Service Company, manufacturers of automatic temperature and air conditioning control systems.

Unit air conditioning designed primarily for buildings having many rooms, such as schools, is being manufactured by the Johnson Company in its Milwaukee plant and is being used in all types of climate, from Canada to the Gulf of Mexico.

These unit air conditioners as distinguished from air coolers, meet all the technical requirements of air conditioning. The air is cleaned, circulated,

cooled, and dehumidified during the cooling season, and warmed and humidified when heating is required. Like all systems worthy of the name, automatic control is easily applied. With the system in operation, each room in a building contains an air conditioning unit which operates independently or with the assistance of a central plant. Individual room thermostats enable the occupants to select their own weather, merely by setting the dial to the desired temperature.

The Johnson Company makes controls of all types; the unit type compares favorably in cost with central plant control systems, and is adaptable to existing buildings as well as to new construction.

Johnson Service Company, Milwaukee 2, Wis.

For brief reference use ASBJ—602.

ANNOUNCE NEW SANI-DRY ELECTRIC HAND DRYER

A new 8-page brochure has been issued on the new fast-drying Sani-Dri Electric Hand and Face Dryer, manufactured by the Chicago Hardware Foundry Company. Two new features are a new heating element and a faster-flow nozzle which reduce the drying time of the machine by 30 per cent. These features enable the user of the dryer to thoroughly dry hands or face in 30 seconds or less.

A copy of the brochure is available upon request to the Chicago Hardware Foundry Co., North Chicago, Ill.

For brief reference use ASBJ—603.

ANNOUNCE NEW ELECTRIC SCORE BOARD

The National Time & Signal Corporation has issued a 4-page circular describing and illustrating its line of electric football scoreboards. All of the clocks are National Type 5MFT, with dials 5 to 10 ft. in diameter. All of the scoreboards illustrated were erected by local contractors, who co-operated with the schools in designing custom-made structures. The scoreboard clocks and controls were purchased and installed.

The National Company gives assistance to the local contractor in the erection of any type of scoreboard. A specification is offered to be used in typical wirings and hookup diagrams.

National Time & Signal Corporation, 21800 Wyoming Ave., Detroit 20, Mich.

For brief reference use ASBJ—604.

HUNTINGTON DEVELOPS POWERFUL NEW GERMICIDE

Huntington Laboratories, Inc., have developed a new and unique disinfectant called San Pheno X, a newly developed and tested germicide which is absolutely safe for all disinfecting purposes.

San Pheno X has every desirable essential demanded of a germicide. It is noncorrosive, non-irritating, noncaustic, quick acting, economical, and the odor is pleasant. San Pheno X does a sanitizing job in any building and leaves a fragrant odor. San Pheno X has a phenol coefficient of 10 against E. Typhosa when tested by standard F.D.A. methods. The coefficient against Staph Aureus is 13 when tested by the same method. It lends itself to the prevention of athlete's foot and ringworm and may be used in footbaths, scrub water, and for spraying shower rooms.

Complete information can be obtained by writing to Huntington Laboratories, Inc., Huntington, Ind.

For brief reference use ASBJ—605.

(Continued on page 84)

WALLMASTER SAVES UP TO 75% OF WALL MAINTENANCE COSTS

WALLMASTER washes evenly, expertly, actually saves painting by rejuvenating all surfaces.

WALLMASTER replaces the bucket and sponge; no furniture covering or drop cloths are needed.

WALLMASTER can be used the year around. No need to wait for vacation time to clean the walls of your school.

A Few WALLMASTER Users:

Dubuque University	Dubuque, Iowa
Covington-Troy Township Schools	Covington, Indiana
Highland Park High School	Highland Park, Illinois
Board of Education	Maywood, Illinois
Board of Education	Milwaukee, Wisconsin

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NEW SUPPLIES AND EQUIPMENT

(Continued from page 83)

NEW UNDERWOOD ELECTRIC KEYBOARD WRITING MACHINE

A completely new electric keyboard fanfold writing machine, designed to produce better multi-copy work with less physical effort by the operator, has been announced by the Underwood Corporation. The machine combines a fully electric keyboard for speed and uniformity with improved automatic features for simplified machine manifold operations.

The Underwood writing machine is equipped with an automatic electric carriage return and a two-position intermediate carriage-return feature to speed efficient production and eliminate typing fatigue. Other features include a full length tabulator bar for right or left operation, a palm tabulator for columnar position, and a transparent form cutting knife for the insertion of loose forms. A form-measuring guide permits removal of forms and the machine is equipped with a floating carbon paper bracket plate for sheet carbon paper.

Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ-606.

CATHO-LITE OFFERS COLD CATHODE LIGHTING-DESIGN SERVICE

The Catho-Lite Co., Inc., of Baltimore, Md., has announced that the services of its engineering staff will be available for advice and assistance to school authorities in the design and installation of cold cathode fluorescent lamps and fixtures. This service which is offered without cost, includes lighting layout, power circuits, control and specifications based on individual requirements. The Catho-Lite engineers have had extensive experience in classroom, shop, auditorium, and general school lighting and are well equipped to solve school illumination problems.

Complete information is available by writing to the Catho-Lite Co., Inc., Baltimore, Md.

For brief reference use ASBJ-607.

NEW UNDERWOOD SUNDSTRAND ACCOUNTS PAYABLE MACHINE

A new Underwood-Sundstrand composite accounts payable machine, featuring a ten-key keyboard 2 by 2 inches in size, has been announced by Underwood Corporation. The dual plan provides for postings to the departmental journals to balance against the postings to vouchers, eliminating the necessity of prelisting for proof purposes.

The system has been designed to expedite the handling of invoices so that every discount and anticipation amount may be deducted with accuracy and with minimum effort. Collation of forms is eliminated, each entry is identified by the receiving record number, totals are automatically extended, checks are written automatically, and the operation of the machine is so simplified that anyone may start posting after instruction. Practically all features are automatic, including printing of non-add totals, nonprinting, red printing, decimal column selection, debt balance symbol, total symbol, and subtotal symbol and shuttling for carriage returns.

Composite features include 12 symbols, adjustable form-stop for vouchers, adjustable form-stop for checks, express tabulation, check key for writing checks, subtract key for debt balances, as well as automatic individual platen spacing, debit-balance control feature, red minus sign, check writing, consecutive numbering, and protective stars.

Complete information is available by writing to the Underwood Corporation, 1 Park Ave., New York 16, N. Y., or to any of its branch offices.

For brief reference use ASBJ-608.

(Continued on page 86)

SCHERMERHORN TEACHERS' AGENCY, Est. 1855
CHARLES W. MULFORD, Prop.
366 Fifth Ave., bet. 34th and 35th Sts., New York
Branch Office: 1836 Euclid Ave., Cleveland, Ohio
A Superior Agency for Superior People
We Register Only Reliable Candidates
Services Free to School Officials
Member National Ass'n of Teachers' Agency

The Eastern Teachers' Agency
200 Sunrise H'way, Rockville Centre, L. I., N. Y.
Recommends Highest Type Administrative Candidates to School Boards and School Superintendents.
Member N.A.T.A.

INDUSTRIAL ARTS and VOCATIONAL EDUCATION

An authoritative source of information and guidance in organizing, planning, equipping and operating school shops for administrators, supervisors, directors and shop instructors.

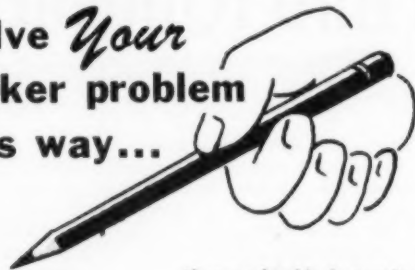
PROFESSIONAL EDITORIAL MATERIAL covering every phase of industrial education . . . PROBLEMS AND PROJECTS offer practical aids for carrying on the daily shop instruction program.

TEN ISSUES — including 4 feature issues (1) March — School Shop Annual, (2) May — Requisition Number (3) October — Problems and Projects, (4) December — A.V.A. Convention Number FOR \$3.00

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If your school locks aren't uniform, forgotten keys and combinations are wasting hours of staff and student time.

You save that time when you standardize on Dudley Locks, Master-Charted to give you quick access to any locker. You can use the Dudley Self-Financing Plan to get schoolwide protection without budget expense.

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570 W. Monroe St., Dept. 612, Chicago 6, Ill.

NEW LOOK WARDROBE

Designed and Manufactured by
Charlie Kraft, Originator of the
MULTIPLE OPERATING WARDROBE



The NEW LOOK WARDROBE as installed in Sand Springs, Oklahoma, Central School, which was prepared by Professor Clyde Boyd and Charles Halcomb, offers storage space above wardrobe, book case to right with work table beneath book case, sink unit to right of book case. All manufactured by us.

• We manufacture the GENUINE Miller Standard, Miller K-Type, Prosema Wardrobes, Swinging Boards and Extensionable Coat Hangers.

Write for Blue Prints C.

McKRAY, Inc. Charles Kraft, President
904 East 19th St. Kansas City 8, Mo.



HOLMES

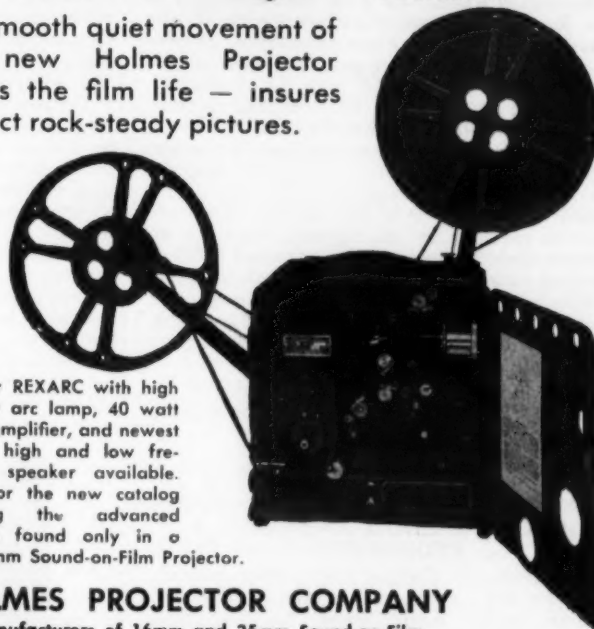
16 mm



Sound-on-Film

PROJECTOR

The smooth quiet movement of this new Holmes Projector triples the film life — insures perfect rock-steady pictures.



The new REXARC with high intensity arc lamp, 40 watt output amplifier, and newest coaxial high and low frequency speaker available. Write for the new catalog detailing the advanced features found only in a Rex 16mm Sound-on-Film Projector.

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**BULLDOG
FLAGS** ★

These are the flags that are U. S. Government standard for flag quality. True, everfast colors. Made of specially woven, extra-strength cotton bunting for long, economical wear.

Also — U. S., School and Band flags in "Glory Gloss" — a rich looking rayon taffeta for parades and indoor display.

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MEMORIAL HONOR ROLL—WORLD WAR II

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1941-1945

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When paying tribute to veterans of World War II or honoring outstanding achievement, nothing is more appropriate than handsome, solid bronze tablets. Our modern plant and art bronze foundry — one of the largest in the country devoted exclusively to bronze tablet work—assure you of the very finest in bronze tablets at lowest prices.

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Prompt mail service • free sketches
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SCHOLASTIC AWARDS
ATHLETIC AWARDS**

"Bronze Tablet Headquarters"
UNITED STATES BRONZE SIGN CO., INC.
570 Broadway, Dept. AS, New York 12, N. Y.

NEW SUPPLIES AND EQUIPMENT

ANNOUNCE REMINGTON-RAND RECORD DEXIGRAPH

Remington Rand, New York, has announced its new Record Dexigraph, a camera specifically designed for copying all kinds of business, government, and institutional records. This new photocopy camera has greater copying versatility, greater ease of operation, and complete mobility to permit point-of-use operation. The Dexigraph can be rolled on casters from one place to another, delays or interruptions are avoided, and material can be copied and released for active use or returned to the files in a few seconds. No more space is required for the machine than for an ordinary desk. It plugs into any standard 110-volt electrical outlet and no special wiring is required. Positive adjustments and an automatic timer make it simple for anyone to copy with the Dexigraph. All copy is completely accurate, and proofreading is eliminated.

A new booklet is available upon request to the Photo Records Division, Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ—609.

INEXPENSIVE BUILDING WALL OFFERS DESIGN FREEDOM AND UNIQUE PROPERTIES

The Pittsburgh Corning Corporation has announced a new curtain wall of cellular glass-and-concrete, which meets special building need because of its adaptability and economic advantages. This wall available for use, lowers costs, reduces construction time, is lightweight, and provides permanent insulation.

The wall comprises panels of cellular glass insulation cores and concrete veneers made into thin, flat sandwich walls. These are fabricated in several sizes and thicknesses for use in basic curtain wall system—spandrel, vertical, and bay-filling. Of importance in this panel wall is the use of rigid and durable cellular glass insulation, marketed as PC foamglas, and concrete veneers processed by mechanical troweling, steam curing, and vacuum processing. The faces of the concrete panel require no additional finishing. The panel may be hung on the frame or carry its own weight.

Complete information is available by writing to Pittsburgh Corning Corporation, 307 Fourth Ave., Pittsburgh, Pa.

For brief reference use ASBJ—610.

UNDERWOOD PORTABLE POSTING AND FIGURING MACHINE

A portable posting and figuring machine, designed to give smaller business organizations mechanical bookkeeping advantages not previously available has been announced by the Underwood Corporation. In addition to posting accounts receivable, this machine can be used for problems of addition, subtraction, multiplication, and division. A complete record and proof of all work is automatically printed to permit checking of figures.

The machine is designed for all forms of standard business use. An interchangeable control plate automatically tells the machine what to do. Fourteen automatic operations are provided and it is only necessary for the operator to enter the desired figures and the machine does the rest. A convenient slide selects the debit or credit column, and dates and symbols are automatically printed. The portable feature makes it adaptable for use on a desk or table.

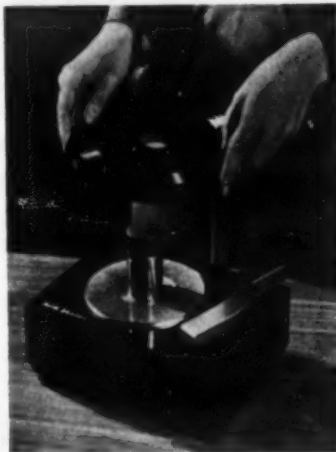
Complete information is available by writing to the Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ—611.

NEW RCA VICTOR RECORD REPRODUCTION SYSTEM

After ten years of laboratory experiments, developments, and exhaustive tests, RCA Victor, of Camden, N. J., has introduced a new record and changer system to bring to the consumer a new high in quality, convenience, and economy.

The new RCA record and record playing equipment involves basic changes in the design of records as well as reproducing equipment. The system is based on the principle of a 7-inch record with the size of the grooves reduced, revolving at 45 revolutions per minute, on a new player, and reproduced by a lightweight jewel-point pickup. It combines size and speed and groove size to produce a distortion-free reproduction over the entire playing surface. The changer operates from the center hole of the record, and a spindle houses the trigger action mechanism which drops the records swiftly to the turntable below. The system has been developed with low cost in mind—both for the playing equipment and the records. The savings in record purchases, it is claimed, will pay



The RCA new 45 minute record player.

for the player in a short time. The system is available in the attachment used on the present radio, in table-model phonographs, table-model radio-phonographs, console radio-phonographs, and console combinations with television, radio, and phonograph.

Radio Corporation of America, Camden, N. J.
For brief reference use ASBJ—612.

CHICAGO FOUNDRY ANNOUNCES NEW LINE OF STOOLS AND TABLES

The Chicago Hardware Foundry has announced its new catalog, showing a complete line of the firm's school cafeteria and restaurant stools, tables, bases, and other equipment now available. Illustrated in color, the catalog shows all of the types of stools, tables, and bases in bronze, aluminum, chrome, and porcelain enamel finishes. Complete information and diagrams show how to properly install the equipment.

A copy of the catalog will be sent to any school official who will write to the Chicago Hardware Foundry Co., at 2000 Commonwealth Ave., North Chicago, Ill.

For brief reference use ASBJ—613.

UNDERWOOD TYPING POSITION GAUGE

Underwood Corporation, New York, has announced a typing position gauge to assist typists in laying out typing data on a sheet of paper. One side of the gauge is designed for laying out

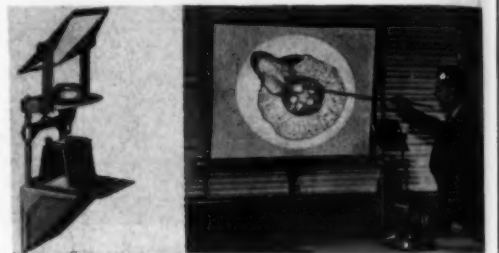
10 pitch or pica type, and the other for 12 pitch or elite type.

The gauge is available without charge at any Underwood office or by writing to Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ—614.

KEYSTONE MICRO-PROJECTION DEVICE

The Keystone View Company has announced its latest auxiliary equipment for its overhead projector—a Micro-Projection device, which gives clear, sharply defined enlargements with the Keystone overhead projector.



The Keystone reflector in use.

Biology teachers will find the device useful because it makes possible many highly effective demonstrations in biology work. The micro-objective may be substituted at any time for the overhead projector's standard objective lens, which permits clear and sharp projection of microscopic objects.

Complete information is available by writing to the Keystone View Co., at Meadville, Pa.

For brief reference use ASBJ—615.

SECOND GRADE NORTHERN HARD MAPLE FOR SCHOOL FLOORS

The Maple Flooring Manufacturers Association has recommended "second grade" Northern Hard Maple Flooring for use in all types of buildings, including school buildings. The Association claims that this flooring is equal in performance and endurance quality to first grade. It is dense, strong, very hard, and close-grained and is being used by many architects, engineers, contractors, and builders.

"Second grade" hard maple is preferred at times over first grade because of its varied colorations and interesting grain patterns, which give the floor more pronounced character. Appearance is by no means sacrificed because careful attention is given to the rule interpretation so that an attractive floor is produced. This flooring insures long life and low upkeep performance and is splendid for classrooms, gymnasiums, shops, cafeterias, and other rooms in schools and educational institutions.

Complete information may be obtained from the Maple Flooring Manufacturers Association, 46 Washington Blvd., Oshkosh, Wis.

For brief reference use ASBJ—616.

ANNOUNCE SCHOOL BUILDING BROCHURE

The Luria Engineering Corporation has announced an 8-page brochure entitled, "Build Your New School Now," which explains the Luria line of standard, heavy, steel-frame structures which can be utilized for any one-story school.

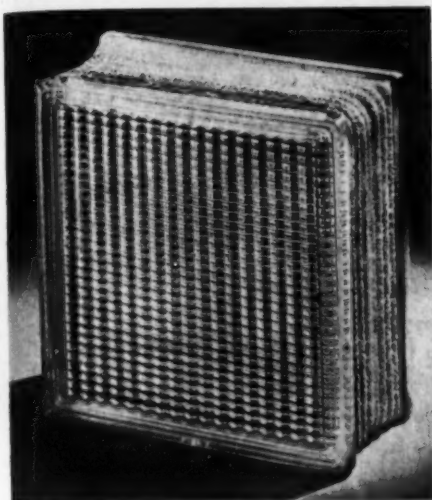
The Luria corporation emphasizes that its schools are not lightweight, but permanent buildings, flexible in design and having a wide range of sizes, optional features, and collateral materials to meet any requirements in a community.

The booklet contains drawings and floor plans of six suggestive schools, which include examples of both traditional and modern architectural styles. The brochure is available by writing to the Luria Engineering Corporation, Dept. J-2, 500 Fifth Ave., New York 18, N. Y.

For brief reference use ASBJ—617.

NEW TYPE OF PRISMATIC GLASS BLOCK

A new type of prismatic glass block, designed for schoolrooms in sections of the country having the greatest sunlight, has been announced by the American Structural Products Co., a subsidiary of the Owens-Illinois Glass Co., Toledo.



New directional glass block No. 352 for school installations.

This product designated as Insulux Glass Block No. 352, makes possible lower brightness contrasts than other fenestration materials now available. In actual use, No. 352 block insures maximum brightness contrasts within the comfort range at all points of the room where children are seated in the regular manner. It is effective in the brightest sun exposures, is recommended for schools in warm climates, and can be used in continuous panels of glass blocks over clear glass vision and ventilating strips. Glass blocks extend from the ceiling down to the sill of the vision strip and are above the normal eye level.

Complete information is available by writing to the Owens-Illinois Glass Co., Toledo 1, Ohio.

For brief reference use ASBJ-618.

FENESTRA STOCK PRODUCTS LISTED

The Detroit Steel Products Company has issued a 28-page catalog entitled, "Fenestra Stock Products," listing and describing steel windows and doors, complete with hardware, which are carried in stock by local dealers for quick delivery.

The bulletin includes installation details, typical applications, stock types and sizes, as well as special Fencraft projected windows for schools and educational institutions.

A copy of the catalog is available by writing to the Detroit Steel Products, 3107 Griffin St., Detroit 11, Mich.

For brief reference use ASBJ-619.

MINNEAPOLIS-HONEYWELL ANNOUNCES NEW FUEL-SAVING DEVICES

The Minneapolis-Honeywell Company has issued a new manual describing its new fuel-saving instruments and other devices for schoolhouse heating, ventilation, water temperature, refrigeration, and boiler rooms. Fuel-saving instruments are described which make it possible to maintain different temperature in different rooms and zones of a school building. The new instruments and controls have been developed to meet the specialized needs of school buildings and to raise health and comfort standards to new peaks of efficiency. It is claimed that fuel savings of 10 per cent or more may be achieved by using the new boiler and classroom control systems.

A copy of the booklet can be obtained by writing to the Minneapolis-Honeywell Co., at Minneapolis, Minn.

For brief reference use ASBJ-620.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL

1949

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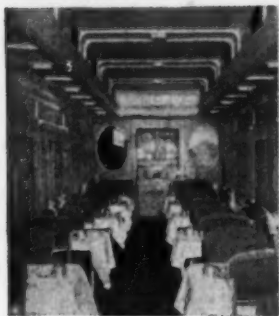
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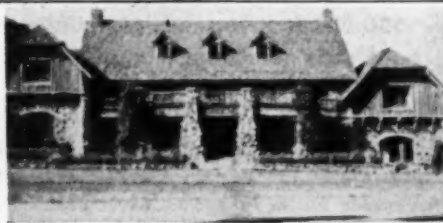
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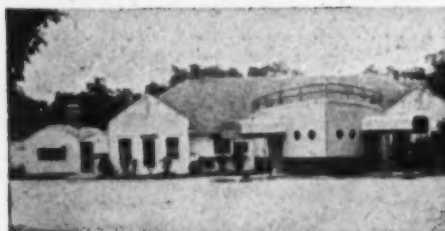
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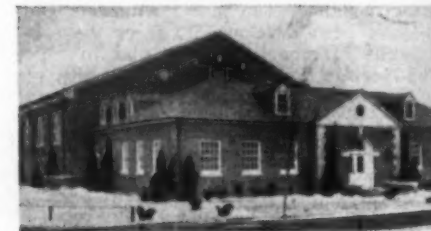
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